

**IMPLEMENTING THE SHOW AND TELL TECHNIQUE TO IMPROVE
THE SPEAKING SKILL OF GRADE VIII STUDENTS AT
SMP PEMBAHARUAN PURWOREJO**

A Thesis

Submitted as a Partial Fulfillment of the requirements for the degree of
Sarjana Pendidikan in English Education Department
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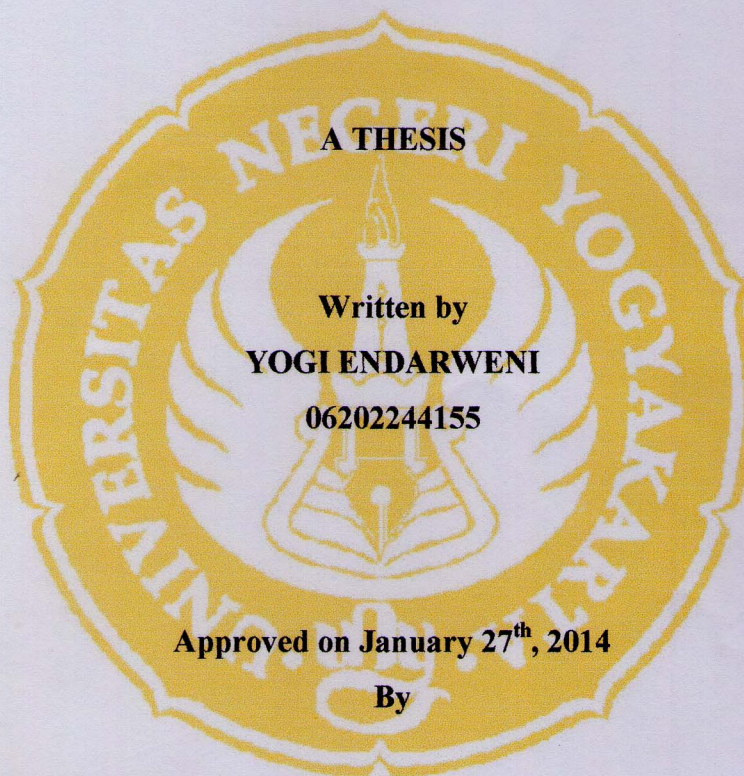


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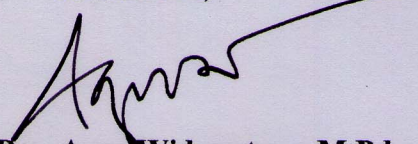
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APPROVAL SHEET

**IMPLEMENTING THE SHOW AND TELL TECHNIQUE TO IMPROVE
THE SPEAKING SKILL OF GRADE VIII STUDENTS AT SMP
PEMBAHARUAN PURWOREJO**



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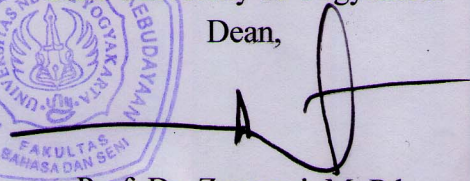
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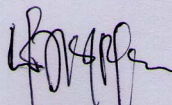
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SPEAKING SKILL OF GRADE VIII STUDENTS AT SMP PEMBAHARUAN
PURWOREJO

Adalah hasil perkerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 27 Januari 2014

Penulis,


Yogi Endarweni

MOTTOS

“In every difficulty, there is easiness” (Al-Insyiroh: 5)

No one can motivate you until you motivate yourself (Anonym)

Believing in yourself is the first secret to success (Anonym)

*If you truly want to change your life, you must first be willing to
change your mind (Donald Altman)*

Dedications

This thesis is especially dedicated to:

❧ My beloved parents,

❧ My brothers,

❧ My best friends,

for their prayer, huge love, and support.

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Alhamdullillahirrobbil'alamin,

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Finally, I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticisms, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 27th of January 2014
The Writer,

Yogi Endarweni

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IMPLEMENTING THE SHOW AND TELL TECHNIQUE TO IMPROVE THE SPEAKING SKILL OF GRADE VIII STUDENTS AT SMP PEMBAHARUAN PURWOREJO

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ABSTRACT

This study was aimed at improving the speaking ability for Grade VIII students of SMP Pembaharuan Purworejo. Based on the preliminary observations, interviews, and questionnaire, it was found out that the speaking learning process was poor. The students had limited chance to practise speaking. And the student's speaking ability was poor. Principally, the speaking learning process was not well conducted.

This action research was done collaboratively with the English teacher by focusing on the implementation of Show and Tell technique to deal with the problems of teaching and learning of speaking. This study was analyzed quantitatively and qualitatively in nature. The quantitative data were the students' scores. The qualitative data of this study were obtained by observing the teaching-learning process during the implementation of the actions. The action was implementing the Show and Tell technique in speaking learning process. Some interviews with the students and some discussions with the teacher were conducted to evaluate the effectiveness of the actions. Questionnaire was also used to find out the improvement of the student's speaking learning process after the implementation of the actions. The data were in the form of field notes, interview transcripts, and the results and the analysis of the questionnaire. The data validity was obtained by applying process, outcome, and democratic validity.

The result of this study shows that the implementation of the Show and Tell technique was effective to improve the student's speaking ability. It could be seen from the students' interest, motivation, and active participation in joining the speaking learning process. Besides, the student's speaking test also improved. It could be seen in the result of the pre-test which was done before the action, and post-test which was done in the end of the action. From the evidences, it could be conclude that Implementing Show and Tell technique could improve the speaking ability in English teaching and learning process for grade VIII students of SMP Pembaharuan Purworejo.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significance of the research.

A. Background of the Problems

The activities of human being cannot be separated from language. It is because language is the main tool in human life. Language is a tool to deliver message and express thing to other people. Living in modern era is identical with globalization. Knowledge and technology development is the primary characteristic of globalization era. Communication, therefore, is an important point to spread out and develop the knowledge and technology. In a developed country, like Indonesia, English is important to be mastered in order not to be left behind. By mastering English, someone will be possible to absorb information from all over the world. People can find and comprehend more information that is spread through various books, news, television and other existed media. With the development of science and technology, the need of mastering English for people, especially for students seems more real. English is an international language used as the language of communication both oral and written. In the globalization era, the position of English as the language is getting stronger used in all fields such as science and technology, communications, politics, economics, trade, banking, cultures, arts, and films.

English is learnt and taught in schools as one of the subjects that will be tested in the national examination. According to the Standard of Contents (2006), the aim of the English teaching and learning in junior high schools is to make the students learn everything in their whole life. It requires them to get used to independent learning. Moreover, according to *Permendiknas No. 22 tahun 2006* and *Permendiknas No. 23 tahun 2006*, the aim of the English teaching and learning is to enable the students to communicate in both spoken and written English, in order to face the development of science and technology in the global era.

The use of language in education area refers to a language as a skill that has four aspects inside. That is listening, writing, speaking, and reading. Reading and listening are receptive skills, while writing and speaking are included as productive skills. Receptive skill relies on the ability to receive information. It is different from the productive skill that produces language. However, they are interrelated. Therefore, all of the skills should be learned in a balance portion. Both skills have to be mastered by the students in language learning.

However, not all of the language skills can be mastered by the students well, especially speaking skill. Most of the students' speaking skill is still low. This can be seen from the students' response to the teacher's questions and when they are asked to express their ideas.

There would be some problems arise in teaching and learning speaking skill. Those can be found in the process of teaching and learning. The method selection for teaching speaking is often not appropriate. The teachers are

sometimes still using the conventional method that only focuses on the cognitive aspects without considering the affective and social aspects. Another problem in English teaching and learning concerned with the material. From the material can be viewed that school is lacking of material as a learning materials in the classroom. Some of the teachers still also depend on the textbooks used. The use of textbooks can help teachers to conduct the writing class. However, the exercises are often found not facilitate students to associate the materials into the real life.

The problem of the speaking learning process also dealt with the students' learning motivation which tended to be low. Most of the students still viewed English as a difficult subject to learn since it was not their mother tongue. They were also too shy and afraid of taking part in the conversation. That is why many of them decided to avoid using English communicatively in the classroom as well as in the daily communication.

Based on the problems mentioned, it is important to find an alternative way to improve the students' speaking ability. One of the solutions is selecting an appropriate and modern method to solve the problems above.

B. Identification of the Problems

Based on the background of the study, there were several problems related to the students' speaking skill. The problem was the teaching activity used by the teacher which was teacher-centered. The teacher explained all the time in the teaching and learning process. It made students only has limited chances to be

active and share their ideas in a class. Thus, the students' talking time was less than the teacher's. Teaching activity gives a big impact in the teaching learning process, so it is important to the teacher to explore and create a good atmosphere for the students in a class. And it is possible if the students get bored easily.

One of the skills that can prepare the students to communicate well in English is speaking. In fact, to speak English well, there are so many aspects to consider. They are the grammar, pronunciation, intonation, stress, vocabulary, and so on. However, if students have mastered all the aspects, this cannot guarantee the students are able to speak English fluently. Any other factors such as nervousness and afraid of making a mistake can cause failure to produce correct forms of English speech.

There are two types of speaking language learners. The first type gets really worry about making errors or mistakes. Students think about everything so that they say carefully. Sometimes, if they start to say something and realize they have made a mistake, they will stop and correct the mistake. It may be returning to the beginning of the sentence or pausing between each word. For these learners, generally, their accuracy is high but their fluency is low. The second type, students do not really care about making errors or mistakes. They have an idea in their head of what they want to communicate and they say it with whatever word and natural language. They may make mistake in every sentence. Students do not pay more attention to the grammar used. However, they do not know or care if they are making errors or mistakes. They have high fluency but low accuracy.

If students focus too much on accuracy, they will speak very slowly. Speaking too slow is not good for maintaining a conversation. After a few second of silence, the person you are talking to may start thinking about something else. Then, when students focus too much on fluency, they should think whether they have achieved their goals in communication. Probably they do not realize mistakes or errors made cause problem for the people who listen to them.

The problems found in SMP Pembaharuan motivated the researcher to conduct a research in order to improve the students' speaking skill. The teacher needs to improve teaching method to minimize the problems which have been mentioned above. By using the Show and Tell technique, it is expected that the students can learn better and their speaking skill can also be improved.

C. Limitation of the Problems

Because of the limitation the researcher has, it is impossible to identify all of the factors affecting speaking ability. In this research, the researcher limited on of the factor related to the method in speaking teaching and learning process. The researcher only focused on the technique in teaching and learning speaking. This should be emphasized on the use of the Show and Tell technique to improve the speaking skill of Grade VIII students at SMP Pembaharuan.

D. Formulation of the Problems

According to the background, identification, and limitation, the problems of the research was formulated as follows:

“How can the Show and Tell technique improve students’ speaking skill of Grade VIII students at SMP Pembaharuan?”

E. Objective of the Research

Based on the problems mentioned above, the research aimed to improve students’ speaking skill for Grade VIII of SMP Pembaharuan Purworejo using the Show and Tell technique.

F. The Significances of the Research

The findings of the research will be useful in some ways.

1. Theoretically
 - a. The research can be used as reference for anybody else who has same interested in the same field.
 - b. The research can be useful as the references in choosing the method in teaching speaking.
2. Practically
 - a. The finding of the research can be used by teachers to find the suitable method for teaching speaking.
 - b. The finding of the research can be useful input for the students to improve their ability and to learn English especially in their speaking skill.
 - c. For other researchers, the research can give general knowledge on how to improve students’ speaking ability.

CHAPTER II

LITERATURE REVIEWS AND CONCEPTUAL FRAMEWORK

In this chapter, the researcher reviews the literature related to the area of the study. It consists of three parts. First, the nature of speaking will be briefly overviewed. The second part is discussing about the Show and Tell method related to the study and the use in teaching speaking. The third is the conceptual framework.

A. LITERATURE REVIEWS

1. Language Skills

According to the Standard of Contents (2006), the main goal of EFL teaching is the development of four basic language skills, i.e. listening, speaking, reading, and writing. Based on the mode of communication, the English skills can be divided into two parts, oral and written skills. Oral skills include listening and speaking, and written skills consist of reading and writing. According to the direction of communication, the English skills have two different purposes, i.e. receiving and producing the messages.

a) Receptive skills

Receptive skills are the ways in which the people take out something from communication in speech or writing (Harmer 2001). The receptive skills of the language include listening and reading which require the process of understanding the language to get meaning from what has been seen and heard (Harmer 2007). In other words, listening and reading provide some ways for the students to

engage in both oral and written language. Mastering those two skills enable the students to identify certain information gathered from the communication process and then give appropriate response to such information.

b) Productive skills

Productive skills involve the process of language production both in oral and in written communication. The productive skills of language consist of speaking and writing. These skills emphasize on the use of language in a communication process as a way to respond to certain context or situation. The language production means that the students need to use the language to reach the communicative goals, so that the communication process can be well established (Harmer 2001).

2. The Nature of Speaking

a. The Definition of Speaking

Language is significant. Through language, people tell stories, share ideas, and give information. There are four skills that students have to prepare to communicate well. They are listening, speaking, reading, and writing. Speaking is one of the skills that have to be mastered by students in learning English. It is a productive skill, like writing (Harmer 2007). That means speaking involves producing language rather than receiving it. Speakers say words to the listener not only to express what in their mind but also their need of information. Speaking involves using speech to express meaning to other people (Spratt, Pulverness, and Williams 2005). Therefore, communication involves at least two people where

both need to communicate to exchange information, ideas, opinions, or feelings. Speaking is not only producing sounds but also process of conveying messages.

Harmer (2001) states that the ability to speak fluently is not only knowing the language features, but also the ability to process information and language on the spot. It means that people should be able to convey the message with whatever resources and keep going their speaking spontaneously. Moreover, speaking involves the speaker to use speech to express meaning to other people (Spratt, Pulverness, and Williams 2005).

Some people think that if they want to be able to speak English fluently, they need to be able to pronounce phoneme correctly, use appropriate stress and intonation patterns, and speak in connected speech. However, speaking is more than it. According to Harmer (2007), the speakers of English have to be able to speak in different genres and situations. Nunan (2011) states that speaking is such a normal part of our daily lives that we rarely think of all the things we need to do to communicate effectively – not, that is, unless something is wrong. It means that the main purpose of speaking is to deliver a message and the speakers do not need to speak in the right grammar. Spoken language has fewer full sentences and also less formal in the use of vocabulary.

Brown (2001) notes some characteristics which make speaking difficult. The first is clustering. Clustering is like brainstorming. The learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. In fact, the learners find difficulties to organize their output to speak. The second is redundancy, which can provide the clearer meaning. The students

cannot deliver a message that contains more information needed to be understood. The third is reduced forms. Some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth is performance variables such as performance hesitation, pauses, backtracking, and correction. The fifth is colloquial language which is often used in the informal situation. The sixth is rate of delivery, in which the students are hoped to be able to speak fluently, but most of them fail to do that. The seventh is stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other language. The pronunciation is important in English because different stresses, rhythm, and intonation convey different meanings. The last is interaction which needs the creativity of conversation negotiation.

There are three basic genres of speaking based on the function (Brown & Yule, 1983 in Richards 2008). The first genre has transactional function in which the main purpose of speaking is to convey information and to facilitate the exchange of goods and services. Then, the second genre has interpersonal or interactional function in which the purpose is to maintain a good relation between two people. The third is performing function. The purpose is to convey information in front of the audience.

Based on all definitions above, speaking is expressing ideas, opinion, or feelings to others by using words or sounds of articulation. The most important essential components mentioned in speaking are the speakers itself, the hearers or the listeners, the message, and the response that give as a feedback to create the

communicative communication. Both the speakers and the listeners should agree on the message and/or meaning being talked through acceptable language.

b. Speaking Skill

Speaking is one of language skills that have to be mastered in learning English. In relation to it, Brown (2001) mentions a list of micro skills for oral communication which focus on the form of language and the function of language. They are mentioned as follows:

- a) Produce chunks of language of different lengths.
- b) Orally produce differences among the English phonemes and allophonic variants.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contour.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentences.

- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.
- l) Accomplish appropriately communicative functions according to situations, participants, and goals.
- m) Use appropriate registers, implicature pragmatic conventions, and other sociolinguistics features in face-to-face conversations.
- n) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- p) Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Beside the essence of speaking, speakers have to understand other speaking aspects. People speak with fluency and accuracy. Spratt (2005) defines that fluency is speaking at a normal speed without hesitation, repetition or self-correction, and with smooth use of connected speech. Fluency means being able to convey any ideas without having to stop and think too much about what people are saying. Their language can flow out without having to stop and think what to say next. The next aspect is accuracy. Accuracy means correctness of the language. Speaking accurately means people speak without grammar errors and

vocabulary errors. Accuracy in speaking is when people can use the correct forms of grammar, vocabulary, and pronunciation (Spratt 2005). This aspect of speaking may depend on how the people learn English in the past or their background knowledge of how to communicate in English. Another aspect in speaking is appropriacy. This refers to the use of suitable words for the context used. Appropriacy is an important aspect because the decision about how to communicate depend on understanding exactly what is right for the context and the culture. Appropriacy simply means using the right variety of language for the right context.

When people speak, they use different aspects of speaking depending on the type of speaking they are involved in. People should use the component of speaking correctly, for instance choosing the right words, making the right sounds, having an appropriate intonation, and so on. Spratt (2005) differentiate between written and spoken language of English and the differences are below:

Written language in English	Spoken language in English
Stays on the page and doesn't appear.	Disappears as soon as it is spoken. Sometimes it is spoken fast and slowly, with or without pauses.
Uses punctuation and capital letters to show sentences.	Shows sentences and meaningful groups of words through stress and intonation.
Consists of letters, words, sentences, and punctuation joined together into text.	Consists of connected speech, sentences, incomplete sentences or single words.
Has no visual support-except photos or pictures sometimes.	The speaker uses body language to support his/ her communication; for example, gestures (movements of hands or arms to help people understand, and facial expressions

	(the looks on speaker's face). This helps the listener to understand what the speaker is saying.
Is usually quite well organized: sentences follow one another in logical sequences and are joined to previous or following sentences.	Is not so well organized; it may contain interruptions, hesitations, repetitions, and frequent changes of topic.
Usually uses quite exact vocabulary and more complex grammar.	Often uses rather general vocabulary and simple grammar.

Much of our language-teaching energy is devoted to instruction in mastering English conversation. However, other numerous forms of spoken language are also important to incorporate into a language course. Brown (2001) classifies types of oral language as follows.

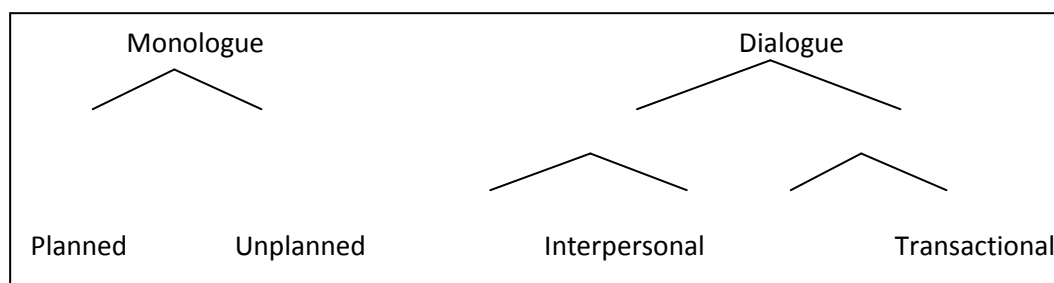


Figure 1: Types of Oral Language

From the figure we can see that in monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, etc. the hearer must process long stretches of speech without interaction – the stream of speech will go on whether or not the hearer comprehends.

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which

the purpose is to convey propositional or factual information (transactional). In conversation between or among participants, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between lines. While the conversation between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstanding can easily follow.

c. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Nunan (2003) defines teaching speaking is to teach English language learners to:

- 1) produce the English speech sounds and sounds patterns,
- 2) use words and sentence stress, intonation patterns and the rhythm of the second language,
- 3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,

- 4) organize their thoughts in a meaningful and logical sequence,
- 5) use language as a means of expressing values and judgments, and
- 6) use the language quickly and confidently with few unnatural pauses, which is called fluency.

A large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.

Teaching speaking involves drawing learners' attention to its process, skills, and outcomes. It also involves providing them with support when they speak so that they will not be overwhelmed by demands of the task. Harmer (2007) gives some important points related to the teaching of speaking. They are the reluctant of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students' reluctant in speaking, including:

a. Preparation.

It gives students chance to plan what they are going to say and how to say. Planning is also helpful for students in order to make them say fluently and without any panic.

b. The value of repetition.

Repetition has many beneficial effects. It allows students to improve on what they said before. They may think how to re-word things or just get a feel for how it sounds. The repetition also gives students more confidence in

speaking a thing because there is a chance to evaluate what they have said then fix it in the next chance.

c. Big groups, small groups.

When teacher divides a class into big group in teaching speaking, there will be some students probably have no chance to talk. They also usually have not enough confidence to speak in front of many people. They may be brave enough to speak when they are having such small groups.

d. Mandatory participation.

In a group work, there will be students who were not equally engaged in a task. From the case, teacher should pay attention to the work division in each member of the group.

In relation to the teaching of speaking, Brown (2001) proposes some principles for designing speaking teaching techniques. The first principle is using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency; providing intrinsically motivating techniques; encouraging the use of authentic language in meaningful contents; providing appropriate feedback and correction; capitalizing on the natural link between speaking and listening; giving students opportunities to initiate oral communication; and encouraging the development of speaking strategies.

Speaking is used for many different purposes, and each purpose involves different skills. Spratt (2005) states the key concepts and the language teaching classroom as follows:

- 1) Developing learners' speaking skill by focusing regularly on particular aspects of speaking, e.g. fluency, pronunciation, grammatical accuracy, body language.
- 2) In many classes learners do controlled practice activities (activities in which they can use only language that has just been taught).
- 3) Task and less controlled practice activities give more opportunity than controlled activities for learners to practice communication, interaction, and fluency.
- 4) Sometimes learners speak more willingly in class when they have a reason for communicating, e.g. to solve a problem or to give other classmates some information they need.
- 5) Because speaking is such a complex skill, learners in the classroom may need a lot of help to prepare for speaking, e.g. practice of necessary vocabulary, time to organize their ideas and what they want to say.
- 6) Learners, especially beginners and children, may need time to take in and process all the new language they hear before they produce it in speaking.
- 7) The activities in a speaking lesson often follow this pattern:
 - a) Lead-in: an introduction to the topic of the lesson plus, sometimes activities focusing on the new language.
 - b) Practice activities or tasks in which learners have opportunities to use the new language
 - c) Post-task activities: activities in which learners discuss the topic freely and/or ask the teacher questions about the language used.

Brown (2001) also defines some principles for designing speaking techniques as follows:

- 1) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) provide intrinsically motivating techniques,
- 3) encourage the use of authentic language in meaningful contexts,
- 4) provide appropriate feedback and correction,
- 5) capitalize on the natural link between speaking and listening,
- 6) give students opportunities to initiate oral communication, and
- 7) encourage the development of speaking strategies.

d. Teaching Speaking in Junior High School

The teaching-learning of English in Junior High School aims at assisting learners to achieve the functional level of literacy that is to communicate both in spoken and written English to accomplish their daily needs such as reading newspapers, manuals or instructions. English language teaching in Junior High School aims at providing learners to have the following skills (Standard of Content: 278):

1. to communicate both spoken and written language to achieve functional literacy level,
2. be aware of the nature and importance of English to promote national competitiveness in the global society,

3. to understand the relationships between language and culture.

The scope English subject in the Junior High School includes (Standard of Content: 278):

1. ability to understand and/or produce spoken and/or written text realized in the four language skills in an integrated manner to achieve the level of functional literacy,
2. ability to understand and create a variety of functional texts as well as essays and short monologue form of *procedure, descriptive, recount, narrative, and report*,
3. Abilities related to linguistic competence (using the grammar and vocabulary, grammar sounds, grammar written), sociocultural, competence (using appropriate expressions and speech acts in varied communication contexts), strategy competence (overcoming problems emerging in communication process to maintain communication), and discourse competence (using discourse devices).

To achieve the goals of English Language Teaching in Junior High School, teachers have to provide students with learning experiences that promote their both spoken and written competence of English. In so doing, teachers should take into account learners' potential, development stage, needs, interest, and environment. Besides, the curriculum is intended to empower teachers to develop down-to-earth learning activities relevant to their learners' needs, actual condition

of their school, as well as to emphasize the necessity to link the learning activities to the environment.

e. Types of Classroom Speaking Performance

There are six categories applied to the kinds of oral production that students are expected to carry out in the classroom mentioned by Brown (2001).

They are:

1) Imitative.

It aims for focusing on some particular element of language form, not for the meaningful interaction.

2) Intensive.

It helps students practicing some phonological or grammatical of language.

3) Responsive.

This involves students' participation in authentic speech in the classroom. The responses can be by replying, questioning, or giving opinions.

4) Transactional.

The purpose of the transactional language is to deliver specific information.

5) Interpersonal.

The form of language is used for socializing. It aims to maintain social relationship.

6) Extensive.

Students in intermediate to advanced level will be demanded to master such extended monologue like oral reports, summary, or short speeches. This form is more formal and deliberative.

f. Speaking Assessment

Aspects of speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. According to Spratt, there are three aspects of speaking, fluency, accuracy, and appropriacy.

1) Fluency

Fluency is speaking at normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.

2) Accuracy

Accuracy is the use of correct forms of grammar, vocabulary, and pronunciation. Miller (2003) defines accuracy as the ability to produce correct sentences using correct grammar and vocabulary.

3) Appropriacy

Appropriacy is the use of correct style of formality. Appropriacy refers to whether a word is suitable for context it is being used in it. It is an important aspect of language but a complex one, as decisions about how to say things depend on what is right for the context and the culture. For example: it may be appropriate to say, “Hold on a minute, will you?” in one context, and “could you wait a moment, please?” in another.

3. Show and Tell Technique

a. Definition of Show and Tell

Show and Tell technique is described as a technique of learning in which students tell about an object or process that has been or ever experienced. This technique is conducted in the classroom as a technique for speaking skills, especially for elementary school students. In the process, a student will bring something from home and explain to the classmates why they chose the object, from which they get it, and other important information. One of the best aspects of the Show and Tell is the method can be applied to students in all age groups. Steps in Show and Tell method can be described as follows: students bring an object to tell in the classroom. Then, the teacher asks them to describe. Teacher also gives some related questions and lets the students discuss about the object. After that, the students come forward to present the object that has been brought and analyzed (Shepley, 2010). Learning English as a second language takes much guided practice. One strategy to engage students in practicing effective communication skills is to structure a targeted Show and Tell experience. Teaching students how to engage in dialogue through questioning and making connections, and providing students with specific, but open-ended topic suggestions can turn a traditional Show and Tell experience into a language-rich opportunity for English language practice.

Marian (2010) says that one major goal of this technique is the reversal of the role of students as a teacher in order that a student can explain a concept to someone else. Hubbard (2009) gives other goal in Show and Tell technique. That

is improving speaking skill, socializing skill, problem solving, and analyzing skill of phenomenon.

b. The Scope of Show and Tell

One strategy to engage students in practicing effective communication skills is to structure a targeted Show and Tell experience. Teaching students how to engage in dialogue through questioning and making connections, and providing students with specific, but open-ended topic suggestions can turn a traditional Show and Tell experience into a language-rich opportunity for English language practice.

Nathwani (2012) stated this technique can be used with almost any example. However, the concept to be explained by the students should be relatively simple and straight forward. The purpose of this exercise is to facilitate the students exploring issues in a creative way. It may be useful for the teacher to know beforehand what the students plan to present.

c. The Benefits of Show and Tell

In the Show and Tell' technique the role of the student is reversed to that of a teacher, thereby encouraging another perspective on the issue. The basic premise of this technique is that if one can explain a concept to someone else then he/she truly understands the concept. The old adage of 'the best way to learn is to teach' clearly follows. In practice a student or a group of students could explain a given theory to the rest of the class and also demonstrate an example that helps visualize this theory (Nathwani: 2012).

According to (Patsalides: 2010), this technique has several benefits and advantages as follows.

- 1) Students learn to speak and listen.
- 2) Students can learn how to be an audience and introduce themselves.
- 3) Students can learn to ask questions according to the theme discussed.
- 4) Students can learn to link responses among the students.
- 5) Students can learn to anticipate and observe.
- 6) Students can practice critical reasoning skill.
- 7) Students learn storytelling.
- 8) Students learn to use descriptive language.
- 9) Improving self-confidence.

B. CONCEPTUAL FRAMEWORK

As we know that communication is the activity of conveying information or the activity of expressing ideas and feelings or of giving people information. There are many ways to communicate with many people for giving them a lot of information, one of them is by speaking. To share information clearly, it needs a good speaking ability to make the listeners get the information easily.

In order to improve students' speaking skill, they need to practice their speaking with some kinds of speaking materials, for example some monologue texts; speeches, recount, short dialogue, and so on. Related to speaking learning process in school, one of the purposes of English subject in junior high school is

to develop the communication competence in spoken or written language to achieve the level of functional literacy.

Unfortunately, it is extremely difficult to implement the goal. There are many problems, such as the problem of students or the problem of teachers. Students are still difficult to differentiate the spelling and pronunciation of English. In English, a letter may sound differently if it is combined with other letters in different words but in their own language every letter has permanent sound.

Besides, the problem of teacher is related to the teaching method. Teachers still use traditional way in teaching speaking. Every student in every school has different characteristic. Consequently, they have to be treated differently based on their characteristics. Therefore, teachers have to be creative in selecting the teaching method and techniques. Teachers have responsibility for making a good situation in the classroom to encourage students' motivation and better attitude towards learning.

Speaking is one of language skills which is important. In general, people are considered to master a certain language if they are able to communicate using it in the daily speaking. Moreover, the current issue of globalization requires people to be able to communicate using English as the international language. Some students think that speaking is the most difficult skill to master. Therefore, the teacher needs to know the good technique and strategy in improving the students' speaking ability. It is because students have a high possibility to get bored easily. The technique and strategy used by the teacher also create a good

atmosphere to make the students participate actively in speaking activity in a class.

Based on several observations at Grade VIII of SMP Pembaharuan, some problems were identified. The teaching activity used by the teacher did not provide sufficient opportunity for the students to experience learning, especially in speaking. The activity had limited chance for the students to practice their English orally and the students failed to achieve the required skills since they were not appropriately challenged by the appropriate learning activity. The activity used did not facilitate students to get more chance in practicing speaking. Therefore, through this research, the researcher used Show and Tell method to enhance the students' speaking skill and improving speaking learning process for the students of grade VIII at SMP Pembaharuan

The actions were then implemented as a way to overcome the existing problems in the field. The implementation of such action was evaluated to know their effects on the students' speaking learning process. The evaluation was aimed at helping the researcher in deciding what to do in the next. If some weaknesses appear, the researcher modified the actions to be implemented as the continuation of the previous action. It is the starting point of the second cycle of the research.

The Show and Tell technique was applied in each meeting. Each meeting consists of three steps; those are: pre-teaching, whilst teaching, and closing. The method is conducted at the pre-teaching, whilst teaching steps. It is expected that there will be some changes in the speaking learning process at Grade VIII in SMP Pembaharuan.

CHAPTER III

RESEARCH METHOD

This chapter presents the method that is used by the researcher in conducting the research. There are nine points. They are discussing the research design, research procedures, research setting, participants, reserach instruments, data collection technique, research validity and reliability, data analysis, and trustworthiness of the data.

A. Research Design

This research was a classroom action research. The stages of action research according to Kemmis and McTaggart (Burns, 2010: 8) consist of four stages. They are (1) planning, (2) action, (3) observation, and (4) reflection. The picture below is the model of action research.

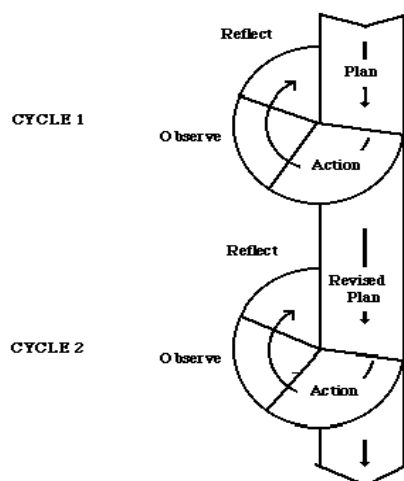


Figure 2: The Spiral Model of Kemmis and McTaggart (Burns, 2010: 9)

The figure shows the essential steps in spiraling process through which participants in an action research group undertake to:

1. Develop a plan of critically informed action to improve what is already happening,
2. Act to implement the plan,
3. Observe the effects of the critically informed action in the context in which it occurs, and
4. Reflect on these effects as the basis for further planning a succession of stages

(Kemmis and Mc Taggart 1988: 10 in Burns, 1999: 32)

B. Research Procedure

This research was conducted in two cycles to see the improvement of the students' speaking process by implementing Show and Tell technique. There were four stages in every cycle to conduct action research, namely reconnaissance or fact finding, planning, acting and observing, and reflecting.

1. Reconnaissance

The first step in conducting action research was initial fact finding. In this research, the researcher conducted an observation in the class to find the problems in English teaching and learning process. Based on the result of the observation, the researcher classified the existing problems that were interrelated based on a priority scale. The main problem was related to the students' speaking skill.

2. Planning

In this step, the researcher identified the problems of teaching English and learning process. Then the researcher designed some action plans to improve the students' speaking skill.

Burns (2010: 8) states the purposes of this step are to identify:

- a. What kind of investigation is possible within the realities and constraints of your teaching situation.
- b. What potential improvements you think are possible.

Then the researcher planned the instruments, lesson plans, and the material that would be taught in the actions. Lesson plans were made to be used as plans concerning the activities, the method, and the strategies that were used in the teaching and learning process. The materials were designed in the form of handout or students' worksheet. However, it was not like *LKS*. The activities in the handout were designed based on the teaching objectives and indicators that had to be met by the students. With regard to the research instruments, interviews were held after the actions, while the pre-test was administered before Cycle 1 and the post-test was administered after Cycle 2. The field notes were taken during the process of the actions.

3. Acting and Observing

While the action was being implemented, the researcher noted the interpretation of the phenomenon happened there. The implementation was then observed and discussed with the English teacher and students to improve the next action.

In this action, the teacher was a students' observer. The observer was observing and also helping the researcher in teaching learning process. The researcher then interviewed the students and the English teacher after the teaching learning process ended.

4. Reflecting

In this activity, the researcher did the reflection about the result of the teaching learning in the implementation of the actions. The researcher conducted post-test to see the students' speaking improvement after they were given the actions by implementing Show and Tell technique. Besides, the researcher also interviewed the students to gain information about their opinion after implementation of the actions and their responses about the teaching and learning process.

C. Research Setting

The research was conducted in SMP Pembaharuan with the students of Grade VIII as the participant. This school is located on Jl. Diponegoro, Ds. Wonoroto, Purworejo. The research was carried out in the first semester of the 2013/2014 academic year from October to November.

D. Participants

The participants of this research were the students of Grade VIII at SMP Pembaharuan. There were thirty students. They were sixteen female students and fourteen male students. This class was chosen as the subject of the research because based on the previous observations the students in this class experienced

some problems in learning English. One of the problems dealt with the speaking skill.

E. Research Instruments

The instruments used to collect the data were the pre-test and post-test, field notes, questionnaires, and interviews.

F. Data Collection Techniques

The data were collected quantitatively and qualitatively in nature. The quantitative data were collected by a pre-test and a post-test. The pre-test was conducted before Cycle 1. The post-test was done at the end of Cycle 2.

The qualitative data were in the forms of obstacles, preferences, and expectations of the participants. They were obtained from observation and interview the English teacher and some of the students as the research participants. The researcher also prepared the speaking test to support the qualitative data. It would show the improvement of the student's speaking score as one of the evidence of the effectiveness of Show and Tell method for the student's speaking learning process.

G. Research Validity and Reliability

Anderson *et al.* (1994, cited in Burns, 1999: 161) state that there are five types of validity in action research. However, this research has three types of validity.

1. Democratic validity

In democratic validity, the researcher collaborated with the grade VIII students at SMP Pembaharuan as the participants. In this type, the researcher applied this criterion to validate the data collection through interviewing the students.

2. Outcome validity

This criterion is related to the result of the research. It is also based on the process validity of research. This criterion is applied to validate the data collection by looking at the result of the action. In this type, the researcher used some resolution to the problem within the research.

3. Process validity

It relates to the process of the conducting the research. The researcher looked at the process of the research whether the method was successful or not. The researcher also saw if the students were able to follow the activities during the process of the research or not.

To ensure the reliability of this research, the researcher compared the data combined from test, interview, and filed notes and saw whether the indicated result and the observation were same or not. To obtain the data about teaching and learning process, the researcher observed the teaching and learning process, and interviewed the students who have attended the lesson. Moreover, the reliability of the data was gained by using the original data, such as the students' test scores, filed notes, and interview transcripts.

H. Data Analysis

The data were analyzed using quantitative and qualitative data analysis. The quantitative data were obtained from the result of the students' scores. Then the result of the pre-test and post-test were analyzed by converting the scores.

The scores of the students' speaking skill were calculated for their mean. By calculating them, the researcher found out the average of the students' scores. The scores of the test then were used as a benchmark in improving speaking skill.

Meanwhile, the qualitative data was taken from the report of the researcher's interview with students, questionnaires, field notes, and observations. These data were collected first, and then it was transcribed, simplified, summarized, or paraphrased by the researcher. In the next step, the data was reorganized and presented in a simple form by the researcher.

I. Trustworthiness of the Data

In action research study, it is important to know whether the data collected are trustworthy. In this research, the researcher used triangulation to test the trustworthiness of the data. In this technique, the researcher took the data based on the two forms of triangulation (Burn, 1999: 164).

The first type is time triangulation. Time triangulation was done through collecting data of the research in the beginning, middle, and the end of the cycle. Here, the researcher collected the data about the improvement of the speaking

skill through having the pre-test and post-test. In addition, the portraits of the classroom situation were recorded in the field notes taken in every meeting.

The second type is investigation triangulation. It was a technique in which the researcher collected the data by discussing with the English teacher. Then, the interview result was compared with the researcher's own notes.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the process of research conducted in Cycle 1 and Cycle 2. This chapter also presents the important matters concerning the research. There are six headings inside. They are reconnaissance, identification of field problems, determining the field problems, determining the actions to solve the field problems, report of Cycle 1 and 2, general findings, and discussions.

A. Reconnaissance

This research was action research, which is aimed for improving the speaking ability for grade VIII students of SMP Pembaharuan Purworejo. The research started from the process of reconnaissance to identify the existing problems on the field, and the speaking learning process was the focused problem to be solved. The actions were aimed at improving the speaking learning process of the students. Then, some lesson plans were developed. Show and Tell technique was implemented in two cycles.

The reconnaissance process is important in an action research. It is the process of getting information about the whole aspects of teaching and learning process in the classroom. At the beginning of the research process, the researcher conducted an observation to find the problems in the English teaching and

learning process at grade VIII. The result of the observation can be seen in the vignette below.

Vignette 1

Meeting : 1st (Tuesday, September 3rd, 2013)

The English lesson of class VIII started at 11.45 a.m. Before entering the classroom, the teacher gave some information about the characteristic of the students. Then, the researcher came into the class with the English teacher. When the researcher entered the classroom, the students were very noisy. The teacher asked them to be quite and asked the chairperson to lead a prayer. After praying, the students greeted the teacher.

The teacher started the lesson. She reviewed the previous material about “expression of agreement and disagreement”. She asked some questions related to the expression in English. Most of the students could not respond because they did not understand. Then, the teacher asked them in Bahasa Indonesia. Finally, some of them could answer the teacher’s questions. The teaching learning process was continued by discussing their homework. Some students responded while the others did not look enthusiastic. It ran until the discussion on the homework was over.

The teacher then introduced the next topic. She explained the expression of asking and giving something. The teacher asked the students to do the first task taken from the *LKS*. The students were allowed to have discussion with their classmates. While the students were doing the task, the teacher moved around the class to give feedback or helped the students. Some students were busy discussing the task, but the others were noisy talking about other topics out of the learning materials if the teacher did not check their work. Then, the teacher asked whether the students had finished doing the task. Most students had not yet. The teacher left the students who had finished earlier without giving any works. Unfortunately, those students became noisy.

The teacher discussed the answers of the first task with the students. It was only the self-same students who presented the answers. Some students were still noisy during the discussion. The teacher then asked the students to identify some expressions used in the dialogue. Then, the teacher wrote the expressions on the blackboard and gave some explanation. The teacher asked whether the students found any difficulties.

The students moved to the second task. They had to read aloud a dialogue. Some students did not read the dialogue aloud, or even they did not read the dialogue at all. The teacher asked whether there were any difficult vocabulary found in the dialogue. The teacher discussed the content of the dialogue as well as gave feedback to the students’ pronunciation. Then, the bell rang. It indicated that the time was up. The teacher closed the lesson by saying *assalamu’alaikum*.

From the vignette above, it can be seen that the students were not interested in the speaking class. Moreover, some of them regarded that English was not important because it was not their mother tongue. When they were taught, the students were not concentrating on the activities in the classroom, even they looked sleepy. Besides, the teacher did not give any activities that exposed students' speaking skill. When the researcher confirmed the teacher, she told that the students were too difficult to be asked practicing speaking.

The students also did not have motivation to be active in the teaching and learning process. They were reluctant to do the tasks given by the teacher. Sometimes the students only did the tasks when the teacher approached their desks. However, when the teacher moved to the other groups, they stopped doing the tasks and then they started to talk with their friends. The students also encountered a problem in comprehending English texts because they did not have an adequate mastery of vocabulary. Actually, the English teacher asked students to bring the dictionaries, but they did not bring them. So the students just asked the meaning of some difficult words to the English teacher.

To support the observation, the researcher also interviewed the English teacher in the school. Based on the discussion, some problems related to the speaking teaching and learning process were found in the field. Then the problems were collected and identified.

B. Identification of Field Problems

After having observation during the English teaching and learning process

and interview with the teacher, some problems were identified as follows:

Table 2: Field problems concerning the teaching and learning process

No.	Problems
1.	The materials were mostly taken from the <i>LKS</i>
2.	The speaking learning process was poor
3.	The students did not pay attention to the teacher's explanation
4.	It was difficult for the students to pronounce English words correctly
5.	The students were rarely responding the material
6.	The students did not have self-confidence with their speaking ability
7.	The students were not motivated in doing the tasks
8.	The high-ability students often dominated the teaching learning process, while the low-ability ones tended to be passive
9.	The students lacked of vocabularies and grammar in comprehending texts
10.	The students did not involve themselves maximally in the classroom activities

From the table above, it can be seen that the problems found during the teaching-learning process dealt with the students, learning materials, teaching activity and classroom management. However, this research was only focused on investigating the problems dealing with the speaking learning process.

C. Determining the Field Problems

The discussion between the researcher and the English teacher was carried out to select the problem based on the feasibility to solve in the English class. Based on the discussion, the problems were formulated as follows:

No.	Problems
1.	The students' speaking ability was very low.
2.	The speaking learning process (teaching activity) was poor. The students had limited chance to practice speaking.
3.	The process of teaching and learning process was not interesting for the students.

Table 3: Formulation of the Field Problems

D. Determining the Action to Solve the Field Problems

After selecting some feasible problems in the English class, then the researcher and the teacher discussed the action to overcome the problems. This was done to fulfill the democratic validity. The action concerned the speaking learning process that had not well executed.

Based on the discussion, the researcher decided to implement Show and Tell technique in speaking teaching and learning process. Such strategy provided the students an opportunity to practice their ability in speaking activities. This strategy also supported students to be more active and critical in the process of speaking learning.

There were 2 cycles and every cycle consisted of 2 meetings. Before cycle 1, the researcher conducted a pre-test to know the students' speaking skill before the actions. Moreover, after cycle 2, the researcher also conducted a post-test to get information about the students' speaking ability after implementation of the actions.

E. Reports of Cycle 1 and 2

1. Cycle 1

a. Planning

In this section, the action planned after considering the problems found in the teaching-learning process are elaborated. The researcher determined the instrument of pre-test and post-test. The pre-test was conducted to gain information about students' speaking ability before the action, while post-test was conducted to gain information about the students' speaking improvement after the implementation of the actions. It was important to see the improvement of students' speaking ability before and after the implementation of the action.

The pre-test was carried out on November 5th, 2013. It lasted for 90 minutes. The researcher used "introducing self" as the topic in the pre-test. The test was an interview about the students' family and future plan after finishing school. The students were asked to come in front of the class and did an interview with the researcher. After finishing the interview, they got back to their chair.

From the activity above, the researcher noted that the students had a low speaking ability. Some students could actively introduce themselves and their plans after finishing study but most of them were just able to tell their name and their family or even just kept silent. The researcher tried to help by asking some questions but they could not answer in English orally. They felt nervous to speak in front of many people. They had to translate word by word to say something because they rarely used English in their daily conversation.

Then, the researcher designed the lesson plans and the materials based on the syllabus including the Show and Tell activities that would be implemented. After that, the researcher and the English teacher decided that in the implementation, the researcher would be the teacher and the teacher would be the observer. The lesson plans and the materials were also discussed by the researcher and the teacher.

b. Action and Observation of Cycle 1

After the researcher planned the activities and teaching technique for the first cycle, she did the actions. The actions were implemented twice on November 7th and 12th, 2013. The material learned in the first cycle was the recount text. During the action, both the teacher and the researcher observed the teaching and learning process whether the plans agreed before were implemented, changed, or improved. The teacher and the researcher also observed the students' reaction to the implementation and the students' improvement.

1) Meeting 1

Meeting 1 was held on November 7th, 2013. The researcher came to the class, and greeted the students after the chairperson of the class led others to greet the researcher. Then, she checked the students' attendance. There was one student who was absent on that day.

To start the activity, the researcher gave a picture and asked the students some questions related to the picture. Then, the researcher gave them the recount text about the picture and discussed the text. Most of students found difficult words from the text. The researcher led them to find the meanings of the difficult

words in the dictionary and taught them how to pronounce the words correctly. After discussing the text, the researcher also explained about the recount text. She told the purpose and the generic structure of the text.

In the next activity, the researcher gave a picture to tell. She gave few minutes to prepare before telling the picture. The students should do the task in pairs. They looked anxious. It indicated that the students had understood the instruction that was given by the researcher. They then tried to tell about the picture. They really enjoyed the activity although they just told a simple story for the picture.

Next, the researcher gave another recount text and some comprehension's questions to ensure students' understanding. They were also asked to complete a text. It invited them to really understand how actually telling an experience. They seemed more enthusiastic when they turned to the next activity. Their enthusiasm could be seen in Interview1.

R : Researcher

Ss : Students

R : gimana dengan bacaan atau text yang saya berikan?

S1: asik sih miss jadi kita semakin paham apa dan bagaimana menceritakan sesuatu. Jadi pada saat kita sudah faham baru kita praktekan. Jadi lebih mudah mbak. Liat aja tadi anak-anak pada antusias baca dan ngerjain soal-soalnya. Soalnya topic nya juga menarik sih,hehe

S2: asik, lumayan lah miss jadi kita ada referensi, gak cuma diterangin gini-gini trus langsung praktek, bingung mbak. Kalo tadi kan anak-anak tu antusias buat baca dan ngerjain soal- soalnya. Beda kalo dibanding sebelumnya.

R : what is your response to the text that I have given to you?

S1: it's fine and we understood well because of the example which was given. It made us easier to practice after understanding the recount texts. You saw that the students enthusiastically read and answer the questions.

S2: feel comfortable because we got reference. We weren't only given explanation by the teacher and asked to practice it. You know, the students read enthusiastically or answered the question. It's different from the previous one.

(Appendix 2, Interview 5)

2) Meeting 2

The second meeting was held on November 12th, 2013. In the second meeting the material was the same as the first meeting namely the discussion of recount text. In the meeting, the researcher made some tasks to know the students' speaking ability. Furthermore, the activities were aimed to know the students' understanding in the previous material.

The researcher came to the class with an English teacher. She asked her to be an observer. After the researcher reviewed the previous meeting and gave some instructions, she asked the students to see Task 1 of meeting 2 in the worksheet. In this task, students completed a recount text. They worked individually. After finishing the task they checked and discussed the text.

In the production phase, the researcher asked the students to prepare their Scout activities photographs. The researcher told the students to bring their photographs of their Scout activities in the school. In this activity, the students were asked to tell a recount based on the picture they had. Before doing the activity, the students were divided into groups. They were divided according their

group in Scout. The group consisted of 5 students. The researcher gave the students 30 minutes to prepare before they were presenting the picture in front of the class. After preparing, the students came in front of the class to show the picture that would be told. Then, the group told the picture one by one. They looked more active to speak although the students still found it difficult to pronounce some words. The researcher noted that actually the students showed their involvement in the learning process.

c. Reflection of Cycle 1

After conducting the actions in Cycle I, the researcher evaluated the actions by discussing with the English teacher as the observer. Some students were also interviewed to investigate the impacts of the actions to them. From the discussions as well as the interviews, it could be identified that generally the actions implemented were effective to improve the students' speaking ability. However, there was also some ineffectiveness found in the implementation of the action. Here is the further explanation about the details.

In the first meeting, it was difficult for the researcher to start the research. There was a group of students who only talked to each other. They talked about topics that were not related to the learning material. Still, most students tried to welcome the researcher and they opened their ears for the researcher. In the meeting, the researcher tried to explain the instructions in English. However, the students looked confused when the researcher explained the material. They found it difficult to understand the researcher's English utterances during the lesson.

They wanted the researcher to explain in Bahasa Indonesia.

In implementing Show and Tell method in Cycle 1, all of the activities actually ran in line with the plans. However, based on the observation and discussion with the English teacher as an observer, it was found that when the students worked in group, there were some students who tended to depend on others in the group activities. It also can be seen from the students' interview below.

R : menurutmu gimana kegiatan speaking hari ini?

S : asyik, miss. Kita jadi paham materinya, tapi tadi pas dikelompokin ada yang males mikir, miss. Cuma berapa orang doing yang ngerjain beneran.

R : what do you think about our speaking learning activities?

S: it was exciting. We could understand easier the material. However, when we had a group work, some of us did not help us to do the task. There were only some other students who really did and involve in the activity.

(Appendix 2, Interview 6)

The actions of meeting 1 and 2 ran well. Most of the students became little bit more active in speaking during the learning process. They were more challenged by the activities that forced them to be more active. It is shown in the following interview.

R : Researcher

Ss : Students

R : menurut kalian gimana latihan tadi? menyenangkan?

S1 : Mm, lumayan Miss.

S2 : He eh.

R : emang menyenangkannya gimana?

S1 : iya bagus miss, soalnya kita jadi lebih PD ngomong bahasa inggrisnya...

R : emang biasanya gak PD kenapa?

S2 : mungkin karena gak ada kesempatan miss. Kalau ini kan kita memang dipaksa ngomong... hehe

S1 : iya, kita juga gak bosan kalau belajar bahasa Inggrisnya kaya gini.

R : What do you think about the activities during the English lesson? Was it fun?

S1 : Umm, they were challenging. Yeah, it was so fun

S2 : Yeah

R : Could you tell me more?

S1 : yes, it was good, we were more self-confident to speak in English

R : Did not you have self-confidence to speak in English?

S2 : it was because we did not have more chance to speak in English. By implementing this, we were forced to speak. It made us more adventurous or not shy anymore)

S1 : Oh, that was good. We were not bored in learning English

(Appendix 2, Interview 7)

Generally, the activities chosen by the researcher could improve the students' motivation and involvement in the language classroom. This statement can be proven by the interview below.

R: Menurut kamu, gimana tadi saat belajar speaking dengan Show and Tell?

S: Ya, bagus bu. Bisa praktek ngomong dan lebih paham.

R: What do you think about Show and Tell strategy in speaking class?

S: it is nice, miss. We can practice speaking and it could be understood easier

(Appendix 2, Interview 8)

2. Cycle 2

a. Planning of Cycle 2

The actions of Cycle 2 were conducted on November 19th, 2013. Based on the reflections of Cycle 1, the researcher made a new plan. Actually, the actions were just the same as those implemented in Cycle 1. The topic was also about recount text. Next, the researcher designed the lesson plans and materials related to the topic. However, the activities for the students were modified and designed

more challenging in order to minimize the problems found in Cycle 1.

In addition, the researcher also planned a post-test to the students. It aimed to know the improvement of the students' speaking ability after they were taught by implementing Show and Tell technique, whether their skill improved or not. The post-test was conducted after the actions of Cycle 2.

b. Actions and Observation of Cycle 2

1) Meeting 1 of Cycle 2

The first meeting of Cycle 2 was conducted on November 19th, 2013. The researcher came to the class at 07.30. After she came to the class, the chairperson led a prayer. After finishing, the students greeted the researcher before and she answered the greeting. It was a routine activity in the school. Then, the researcher checked the students' attendance list. All students were present on that day. In the first meeting of Cycle 2, the researcher reviewed again about the material taught in the previous meeting. It aimed to check students' understanding the material related to recount text.

To start the activity, the researcher gave a recount text that tells about an unforgettable experience. Then, the researcher and the students discussed the text. When the students paid attention to the text, there were some students who asked the meaning of difficult words they found in the text. Therefore, the researcher asked them to use dictionary. There were also some students who asked how to pronounce some words. Then, the researcher pronounced the words and the students had to repeat after her. After discussing the text, the students were asked

to answer some questions related to the text. The researcher also asked them about their unforgettable experiences. They looked enthusiastic in answering. It was successful to stimulate the students to be active to answer the questions.

The researcher also invited the passive students to answer, and give the same chance for all students to respond. Even though it was successful, the researcher needed more time to invite them to be more active in speaking. In the next activity, they were asked to read the dialogue and act them out with their own partner. Then, the next activity invited them to identify some expressions used in asking someone's experience.

After the activity, the researcher told the students about her unforgettable moment. The students were excited listening to the researcher. Then, the researcher gave some questions related to the story. The students were more active answering. It could be seen in the field note below:

The researcher showed the flower and told the students about the unforgettable moment with it. The students looked very excited listening to the researcher. After the researcher finished her story, she asked some questions related to the story and the component of recount that had been learned. The students were active in answering.

(Appendix 1: field note 5)

The researcher then asked the students to show the goods that they brought from home and tell to the other students. The day before the lesson actually the researcher had asked the students to bring a good that related to the topic would be discussed in the next day. That was about the unforgettable experience. Then the researcher gave them some minutes to prepare their presentation. They seemed

little bit nervous. After preparation time was up, the students were asked to come in front of the class one by one. They shown the thing they brought and tell what it was and also their experience in getting that thing. The other students looked curious with the thing to be told. Some of them also interestedly asked about the detail of the thing.

All of the activities in this meeting could be done well. The students could follow the activities easier. They were also more active in speaking learning process. If they found any difficulties, they had been brave to ask the teacher or other friends.

2) Meeting 2 of Cycle 2

The second meeting of Cycle 2 was conducted on November 21st, 2013. The researcher came to class at 11.40. The students greeted the researcher, and she answered the greeting. The weather was too hot on that day. Then, the researcher gave several times to make the classroom condition calmer and the students were ready for the lesson.

While the researcher was waiting for the students, she checked the attendance list and wrote some noted in *Buku Kemajuan Kelas*. After the students were ready, the researcher started the lesson. She explained the material that would be learned in that meeting. The material was still the same as the previous meeting. The main action was showing and telling about the objects that the students had.

At the beginning of the activity, the researcher asked them to find something interested outside the classroom. She gave 30 minutes for the students to go around the school for finding the thing and preparing for the presentation. After the researcher explained the instruction, the students surrounded the school. At first, they looked confused where to find the objects they would present. However, some minutes later they had seemed to enjoy the activity. Sometimes they moved to the other place to find that something interested. Some students looked serious to prepare the presentation at the few minutes left.

When the exploring time was up, the students came in to the classroom. The researcher, then, confirmed their readiness for the next activity. She also gave several time to make the class had been conducive for the next learning process. After the students were ready, the researcher asked them to come in front of the class to tell the objects they found and what experience they had when finding the things. They seemed to enjoy the speaking learning process. Their enthusiasm can be seen in the following interview.

R : menurutmu gimana kegiatan speaking hari ini?

S : wah lebih asyik, miss. Apalagi tadi gak cuma di kelas aja jadi nggak bosan. Terus, lebih paham sama materinya juga. walaupun deg-degan pas mau maju dan ngomong, tapi kita jadi lebih berani dan bisa ngomong.

R : what do you think about today's speaking learning?

S : it was really fun, miss. Moreover, we had an outside activity. That made the learning process was not boring. Then, we could understand the material easier. Although, we were nervous when presenting in front of the class, but we were braver and could speak English.

(Appendix 2, interview 5)

Based on the interview, it also could be seen that the outside activity made them more enjoyable in the teaching and learning process. The speaking learning process could run well because the students were enthusiastic in speaking English. It helped them improve their motivation in learning English and especially it helped them much improve their speaking. In the last session, the researcher reviewed the materials which were learned.

3) Post-test

The post-test was conducted in the third meeting of the second cycle. It was conducted to know how the students' speaking skill after they were taught by implementing Show and Tell method. The post-test was done on November 28th, 2013. Before the researcher came to the class, she reminded the students that on that day there was a post-test.

The researcher came to the class at 07.30. She asked the leader of the class to lead a prayer. After that, the researcher checked the students' attendance and wrote some notes in *Buku Kemajuan Kelas*. Then, the researcher explained the activity that day. The students were asked to tell their opinion and experience when they were taught by the researcher.

The students asked some times to prepare and the researcher gave them about 15 minutes before they came in front of the class to tell their opinion. After preparing, the students came in front of the class one by one. They were free to express their opinion about the researcher, the material, and the activities had been done. During the activity, the students looked more confident and active in

practicing their speaking.

c. Reflection of Cycle 2

Basically, the actions of meetings 3 and 4 ran well. For the reflections of the first and the second meetings in Cycle 2, the researcher did interview with some students. The researcher had also a discussion with the English teacher as an observer. They were conducted to know the teaching and learning process of speaking in both meetings.

Based on the students' interview, some students said that they were excited to the activities in the second cycle. In the first meeting, they had to bring something related to their unforgettable moment. The researcher had informed the task the day before so they had enough time to prepare for the next day presentation.

In the second meeting of Cycle 2, they felt more challenged because they were asked to find something interested outside the classroom. They only had few time to prepare their speaking. In the beginning, they looked confused because they felt the activity would be difficult for them. However, then they enjoyed the activity. It can be seen in the interview below.

R : *dari semua kegiatan speaking yang sudah kita lakukan, menurutmu mana yang paling menarik?*

S : *semuanya menarik, miss. Tapi yang paling seru pas kegiatan yang terakhir soalnya kita harus nyari benda di sekitar sekolah dan menceritakannya. Waktu buat persiapannya sebentar banget miss, tapi seru.*

R : from all the activities, which activities do you like most?

S:all were excited, miss. However, the most fun activity was the last. We had to find interesting thing outside the classroom and tell about it in front of the class. We only had very few time to prepare but it was really fun.

(Appendix 2, interview 8)

F. General Findings

Based on the result of the implementation of Cycle 1 and Cycle 2 and the result of the pre-test and post-test, there are some findings that can be concluded by the researcher.

The first finding is about students' interest. After the researcher interviewed some students, they answered that they were motivated to learn and practice speaking. They also said that the method helps them to understand the material taught and makes them more active in speaking. Based on the researcher's observation, the students were more enthusiastic in practicing their speaking by the activities given.

The second is about students' speaking skill. After the researcher conducted the pre-test and post-test, there are improvement in students' speaking skill. In the pre-test, the students were still ashamed to speak and not confident to come in front of the class, and many times they asked how to pronounce words. However, after the researcher gave some actions by implementing Show and Tell method and held the post-test, their speaking ability improved.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

There are three points in this chapter. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusion

This study was action research, which was aimed at improving the speaking ability for Grade VIII students of SMP Pembaharuan. It focused on the teaching-learning problems found in speaking class. This study involved the students of Grade VIII which consisted of 30 students with varied levels of proficiency. It was carried out in the first semester of the academic year of 2013/2014, from November 1st to November 30th, 2013. This research was conducted in two cycles and started with the process of reconnaissance in which the problems dealing with the speaking learning process were identified. It was then continued by doing four stages of action research, i.e. planning, action, observation, and reflection which were divided into two cycles of implementation.

From the reconnaissance stage, it was found that the speaking learning process of Grade VIII students has not been well executed. The first problem was the speaking learning process (teaching activity) was poor. The students had limited chance to practice speaking. Then, another problem was the speaking ability of the students was poor.

In order to overcome the teaching-learning problems mentioned previously, Show and Tell technique was implemented, and it was well done.

Basically, the implementation of the actions was effective to improve the speaking learning process of Grade VIII students. Show and Tell implemented during the actions facilitated the students' learning needs in practicing their English speaking. Show and Tell gave them more chance to practice their English orally, in individual, peer, and also in group activity.

Show and Tell was effective to facilitate the poor students speaking learning process. In this case, all of the activities of Show and Tell forced the students to actively participate in speaking learning process. The individual had the same responsibility to express their ideas, and opinions about something. Thus, it seems to be able to motivate them to speak better.

Show and Tell was effective in the big class with multiple proficiency levels of the students. This activity could give the same opportunity to the students to practice speaking. Such a way could facilitate both high-ability and low-ability students appropriately. The students could recognize their own learning ability and explore it maximally, and they were able to be active to practice speaking well.

Individual work was useful for monitoring the students' individual learning development. It was able to help them to build their self-confidence to explore their ideas. They were given more time to think, before they shared their ideas to their pair or their group. Individual work also motivated the students to be independent learners because the students could not depend on others in thinking about everything. They did it individually. Thus, the students were motivated to be responsible with their own learning.

The implementation of the actions also brought some improvement toward the teacher. The teacher realized that the appropriate teaching activity could determine the students' participation in the teaching-learning process. It motivated her to employ more varied learning activities in her future teaching since she has recognized that some interesting and communicative activities could improve the learning motivation of the students both the high-ability and the low-ability ones. Those kinds of activity could indeed make the students enjoy their learning and improve their participation. In short, the teacher was motivated to improve her teaching by implementing Show and Tell activity.

B. Implications

The research findings show that the use of Show and Tell was successful to improve the students' speaking skill especially in Grade VIII students of SMP Pembaharuan. This can be seen from both the students' daily performance and speaking achievement.

Specifically, the implementation of the Show and Tell gave positive effects on the students' speaking skill. Firstly, the activities using Show and Tell were effective to engage the students' motivation to learn speaking systematically and seriously. Secondly, the use of group work and pair work on the activities were successful to improve students' involvement and participation on speaking activities. Besides, they helped students to become more independent and critical in speaking. The students were able to comprehend the material because they could cooperate with their friends.

Furthermore, the use of Show and Tell activities during speaking decreased students' boredom and improved their speaking interest. These imply that the use of Show and Tell on speaking is believed to be helpful to improve students' speaking ability through its systematic structures of learning. Moreover, conducting speaking activities by implementing Show and Tell was effective to improve the students' involvement in speaking teaching and learning process. Those actions encouraged the students to be more active because they were stimulated to participate in the speaking learning process.

It implies that the English teacher can use Show and Tell activities as a variation of teaching techniques to improve the students' involvement in the teaching and learning process. Moreover, the English teacher should be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.

C. Suggestions

Based on the conclusions and implications of the study above, some suggestions will be directed toward the students, the English teacher, and the researcher.

1. To the Students

The students should practice their speaking skill regularly. If they have some difficulties in speaking, they can cooperate with their classmates. They also can implement Show and Tell activities by themselves. They can also use other speaking techniques to get better understanding of what they speak.

2. To the English Teacher

In teaching speaking ability, it will be better for the teacher, to improve the students' involvement, to be more creative and attractive in order that they get interested to the speaking teaching and learning process. It is necessary for the teacher to choose and make creative and attractive activities. Besides, the teacher should able to make the class atmosphere more enjoyable and comfortable. Furthermore, to improve the students' speaking ability the teacher should provide and implement other speaking activities to the students in the speaking class.

3. To Other Researcher

This research was focused on improving the speaking ability of the VIII grade students of SMP Pembaharuan in Purworejo Regency through implementing Show and Tell technique by combining some interesting activities. The other researchers can conduct this study in other grades of the students, either in junior or senior high schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from SMP Pembaharuan so that the research findings can be more general. Moreover, this research is mainly to describe the use of Show and Tell activities in improving the students' speaking ability. Meanwhile, there are some speaking techniques to improve the students' speaking ability that are not discussed in this research. Accordingly, it is recommended that other researchers who are interested in the similar action research study use other speaking techniques to improve the students' speaking ability.

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APPENDIX 1

FIELD NOTES

Field Note 1

Date : Tuesday, September 3rd, 2013

The English lesson of class VIII started at 11.45 a.m. Before entering the classroom, the teacher gave some information about the characteristic of the students. Then, the researcher came into the class with the English teacher. When the researcher entered the classroom, the students were very noisy. The teacher asked them to be quite and asked the chairperson to lead a prayer. After praying, the students greeted the teacher.

The teacher started the lesson. She reviewed the previous material about “expression of agreement and disagreement”. She asked some questions related to the expression in English. Most of the students could not respond because they did not understand. Then, the teacher asked them in Bahasa Indonesia. Finally, some of them could answer the teacher’s questions. The teaching learning process was continued by discussing their homework. Some students responded while the others did not look enthusiastic. It ran until the discussion on the homework was over.

The teacher then introduced the next topic. She explained the expression of asking and giving something. The teacher asked the students to do the first task taken from the *LKS*. The students were allowed to have discussion with their classmates. While the students were doing the task, the teacher moved around the class to give feedback or helped the students. Some students were busy discussing the task, but the others were noisy talking about other topics out of the learning materials if the teacher did not check their work. Then, the teacher asked whether the students had finished doing the task. Most students had not yet. The teacher left the students who had finished earlier without giving any works. Unfortunately, those students became noisy.

The teacher discussed the answers of the first task with the students. It was only the self-same students who presented the answers. Some students were still

noisy during the discussion. The teacher then asked the students to identify some expressions used in the dialogue. Then, the teacher wrote the expressions on the blackboard and gave some explanation. The teacher asked whether the students found any difficulties.

The students moved to the second task. They had to read aloud a dialogue. Some students did not read the dialogue aloud, or even they did not read the dialogue at all. The teacher asked whether there were any difficult vocabulary found in the dialogue. The teacher discussed the content of the dialogue as well as gave feedback to the students' pronunciation. Then, the bell rang. It indicated that the time was up. The teacher closed the lesson by saying *assalamu 'alaikum*.

Field Note 2

Date : Tuesday, November 5th, 2013

The researcher arrived at school at 07.00 o'clock. The students conducted *apel pagi* in the school yard. Next, the researcher came to the teacher's office. The researcher prepared some tools to conduct the pre-test.

The time was 07.30, the researcher prepared to come to the class. After she arrived in the Class VIII, the leader led a prayer and gave a greeting by saying *Assalamu'alaikum Wr. Wb.* The researcher then answered it by saying *Wa'alaikumussalam Wr. Wb* and greeted the students by saying "Good morning class". The students then answered "Good morning, Miss". After that, the researcher checked the students' attendance list and made a note on *Buku Kemajuan Kelas*.

Next, the researcher said that there was a pre-test of speaking. The researcher informed the students that they were asked to come in front of the class and introduce themselves. After the students understood and be ready, the researcher called them one by one to come in front of the class.

The pre-test finished in 90 minutes. After the students finish the pre-test, the researcher explain that the result of the pre-test would be compare with the post-test after they were taught by implementing the Show and Tell. She also informed the students that in the next lesson, the activities would be different. There were some activities that would be done in group and individual. The bell rang in which it indicated the lesson changing, quickly the researcher closed the meeting with said *Assalamu'alaikum*.

Field Note 3

Date : Thursday, November 7th, 2013

The researcher came to the class when the students were very noisy. After the researcher were in the class of Grade VIII, she greeted the students and they answered the researcher's greeting. Next, the researcher explained the material of the meeting and distributed the handouts and students' work sheets. The students started learning. Firstly, the researcher led the students by giving some questions dealing with the material. Then, she explained the recount by discussing a text. She told the use and the generic structure of a recount. She also explained the expression used in telling someone an experience.

After the students understood, the researcher continued by explaining the use of simple past tense in a recount text and in daily life. The next, the researcher asked them to open their work sheet and try to identify the past form of verbs based on the pictures. Then, they also had to complete some sentences using appropriate verbs. After finishing and discussing the task, the researcher gave an instruction to continue to the next task.

The researcher then gave some pictures. She asked the students to tell about the picture. They did it in pairs. The researcher gave the students 15 minutes to prepare their presentations. When the preparation time was up, the researcher asked them to be volunteers to come in front of the class telling the picture. However, no one wanted to be the volunteer so the researcher then called them to tell the picture with their partner.

In this meeting, the students followed the activities enthusiastically. Most of the students participated in the discussion. Then, the researcher reviewed the lesson and gave a group homework in which the students had to bring their Scout photographs in the next meeting. The bell rang and the researcher closed the meeting with said *salam*.

Field Note 4

Date : Tuesday, November 12th, 2013

The researcher arrived at school at 07.20. The students just now did *apel pagi*. The researcher came to the teacher's room first and hailed the entire teachers who were coming early. The bell rang at 07.30. It indicated the lesson would be started. Then the researcher came to the class VIII. In this meeting, the researcher asked the English teacher to be an observer. After the students had a prayer, the researcher checked the students' attendance list and she reviewed the activities in the last meeting.

Next, the researcher explained that the material on that day was still the same as the first meeting. Before the students practiced speaking, the researcher asked them to do some tasks to check their comprehension to the material. First they had to complete a recount text using correct form of past tense. After finishing the task, the researcher discussed it with the students.

In the next activities, the researcher asked the students to prepare their group homework. Then, the students looked take their photos. The researcher asked them to change their seat in based on their group member. After that, the researcher gave them some minutes to prepare before they show and tell about the picture in front of the class. When the time to prepare was up, the researcher told they had to present their photos. The researcher gave them chance to be a volunteer. Then, a group came in front of the class and the members were taking turn to tell their experience while showing the photo.

For the final task, the researcher gave homework to the students to bring their own special or favorite things. The researcher also informed that the next meeting will still about recount.

Field Note 5

Date : Tuesday, November 19th, 2013

The researcher arrived at 07.30. The students just now did *apel pagi*. The researcher came in to Class VIII. The students were very noisy. One of the students then led a prayer and greeted the researcher by saying *salam*. Then the researcher answered the greeting.

After that, the researcher reviewed the previous material. She took edelweiss flower that she brought to the class. The researcher showed the flower and told the students about the unforgettable moment with it. The students looked very excited listening to the researcher. After the researcher finished her story, she asked some questions related to the story and the component of recount that had been learned. The students were active in answering.

In the next activity, the students were asked to do some tasks. The first, they had to arrange jumbled sentences into the correct paragraph. Then, the researcher and the students were discussing the sentences to recall the students' memory dealing with simple past tense and some expressions used in telling a recount.

After they did some tasks, the researcher asked them to take their favorite thing that they brought from home. The researcher gave them some minutes to prepare their presentation about the things. Then, they implemented the Show and Tell to present their things one by one in front of the class. There were some students who were dislike with the activity because they had to present individually.

Field Note 6

Date : Thursday, November 21st, 2013

The researcher was in Class VIII at 11.40. She greeted the students with said “Good morning, class”, and then the students answered “Good morning, Miss”. The researcher checked the attendance list and noted on *Buku Kemajuan Kelas*.

For the teaching learning process, the researcher gave instructions to the students to go outside the classroom. They had to find something interesting to present. They were given 15 minutes to explore. After finished, the researcher called them to come in to the classroom. Then, they had to prepare to show and tell the things they found.

When the preparation time was up, the students were taking turns to tell the things in front of the class for the last action. The students were more active in asking questions when a student presented the thing.

Before the bell rang, the researcher reviewed all the materials which were learned and she informed the students that the next day there would be a post-test. Then the bell rang so that the researcher closed the meeting with said *salam*.

Field Note 7

Date : Thursday, November 28th, 2013

The researcher arrived at school at 07.30. After she arrived in the Class VIII, the leader led a prayer and gave a greeting by saying *Assalamu'alaikum Wr. Wb.* The researcher then answered it by saying *Wa'alaikumussalam Wr. Wb* and greeted the students by saying "Good morning class". The students then answered "Good morning, Miss". After that, the researcher checked the students' attendance list and made a note on *Buku Kemajuan Kelas*.

In the next activity, the researcher asked the students to review all the materials which had been learned dealing with the text of recount. The students had to explain the materials learned in turns. Then, the researcher explained the activity that day. The students were asked to tell their opinion and experience when they were taught by the researcher.

The students asked some times to prepare and the researcher gave them about 15 minutes before they came in front of the class to tell their opinion. After preparing, the students came in front of the class one by one. They were free to express their opinion about the researcher, the material, and the activities had been done. During the activity, the students looked more confident and active in practicing their speaking.

APPENDIX 2

INTERVIEW TRANSCRIPTS

Interview transcript 1

Date : September 3rd, 2013

Time : Break time

Location: Teacher's room

- R : Maaf Bu, saya boleh wawancara sebentar dengan ibu?
- T : Oh silahkan, mbak. Tentang apa ya?
- R : Ini Bu, tentang kemampuan Bahasa Inggris siswa kelas VIII, Bu. Bagaimana kemampuan Bahasa Inggris mereka?
- T : Anak-anak di sini susah sekali, mbak. Penguasaan Bahasa Inggrisnya masih sangat kurang. Terutama di *Vocab*. Anak-anaknya juga susah diatur, mbak.
- R : Oh waktu saya ngajar tadi juga banyak yang ngomong sendiri tidak memperhatikan pelajaran.
- T : Ya begitu anak-anak di sini, mbak.
- R : Biasanya ibu kalau mengajar pakai panduannya apa?
- T : Ya LKS mbak, sama tambahan materi sedikit yang tidak ada di LKS.
- R : Jadi latihannya kebanyakan diambil dari LKS nggih, Bu?
- T : Iya, mbak.
- R : Ya udah, Bu. Maturnuwun atas waktunya.
- T : Ya mbak sama-sama.

Interview transcript 2

Date : September 3rd, 2013

Time : Break time

Location: Class of Grade VIII

- R : Aulia, boleh minta waktunya sebentar untuk wawancara?
- S : Oh boleh, Bu. Ada apa?
- R : Pelajaran Bahasa Inggris di kelas menurutmu gimana?
- S : Yaa... kayak gitu aja, Bu.
- R : Kayak gitu gimana?
- S : Ya paling ngartiin kata.
- R : Terus selama ini belajar Bahasa Inggrisnya gimana?
- S : Menghafal kata-kata.
- R : Lha kalau di rumah gimana belajar Bahasa Inggrisnya?
- S : Ya sama, Bu. Ngafalin sama ngartiin.
- R : Yang paling sulit apa di Bahasa Inggris. Reading, writing, speaking, atau listening?
- S : Susah semua, Bu. Tapi yang paling susah ya ngomong Inggris.
- R : Susahnya kenapa?
- S : Ya bingung kalo mau ngomong. Pas pelajaran juga gak pernah praktek.
- R : Oh gitu. Ya udah, itu dulu. Makasih ya, Aul.
- S : Ya, bu.

Interview transcript 3

Date : November 5th, 2013

Time : Break time

Location: In front of class VIII

R : Gius, saya boleh nanya-nanya sebentar?

S : Iya, bu. Gimana?

R : tadi kan abis tes speaking. Menurut kamu tadi gimana tesnya?

S : Walah, susah e, bu.

R : Susahnya di bagian apa? Kan di kelas VII sudah pernah diajari.

S : Susah, bu. Bingung mau ngomong apa tadi. Gak pernah diajari praktek ngomong.

R : Kan memperkenalkan diri ya gitu-gitu aja ngomongnya.

S : Yo kan gak terbiasa ngomong Inggris, bu. Jadinya tetep susah. Tadi dinilai ya, bu?

R : Iya, dinilai.

S : waduh, mesti jelek nilainya, bu.

R : Gak papa, besok kita belajar speaking lagi. Makasih ya, Gius.

S : Sama-sama, bu.

Interview transcript 4

Date : November 5th, 2013

Time : Break time

Location: In front of class VIII

R : Farid, maaf ya saya wawancara sebentar bisa kan?

S : Iya, bu. Gimana?

R : Setelah tadi maju buat speaking gimana?

S : Agak susah, bu.

R : Susahnya kenapa?

S : Gak tau Bahasa Inggrisnya.

R : Lha selama ini kalo belajar speaking gimana?

S : Biasanya disuruh baca percakapan.

R : Oh gitu. Trus ngapain lagi?

S : Ya niruin gurunya ngomong. Kalo disuruh perkenalan kayak tadi belum pernah.

R : Oh ya..ya... Ya udah gitu dulu ya. Makasih atas waktunya.

S : Sama-sama, bu.

Interview transcript 5

Date : November 7th, 2013

Time : Break time

Location: Classroom Grade VIII

R : Mbak, maaf ya saya wawancara sebentar bisa kan?

S1 : Bisa, miss.

R : pelajaran tadi gimana? gimana dengan bacaan atau text yang saya berikan?

S1 :Asik sih miss jadi kita semakin paham apa dan bagaimana menceritakan sesuatu. Jadi pada saat kita sudah faham baru kita praktekan. Jadi lebih mudah mbak. Liat aja tadi anak-anak pada antusias baca dan ngerjain soal-soalnya.

S2 : Asik, lumayan lah miss jadi kita ada referensi, gak cuma diterangin gini-gini trus langsung praktek, bingung mbak. Kalo tadi kan anak-anak tu antusias buat baca dan ngerjain soal- soalnya. Beda kalo dibanding sebelumnya.

R : Berarti kalian suka dengan kegiatan tadi?

S2 : Suka, miss. Jadi lebih menarik aja.

R : Ada kesulitan gak pas ngomong tadi?

S1 : Awalnya susah soalnya gak tau artinya apa. Jadi tadi lama mikir dulu.

R : Ya udah, lain kali bawa kamus ya. Biar bisa nyari di kamus arti katanya.

S1 : iya, miss. Besok saya bawa.

R : Baiklah, cukup itu dulu. Makasih ya.

S2 : Ya, miss.

Interview transcript 6

Date : November 12th, 2013

Time : Break time

Location: Class of Grade VIII

R : Mbak, namanya siapa?

S : Talita, miss.

R : Oke, Talita. Bisa minta waktunya sebentar buat wawancara?

S : Iya bisa, miss.

R : Menurutmu gimana kegiatan speaking tadi?

S : Asyik, miss. Kita jadi paham materinya, tapi tadi pas dikelompokin ada yang males mikir, miss. Cuma berapa orang doang yang ngerjain beneran.

R : Oh begitu ya. Tapi kalo dari kegiatannya asyik juga gak?

S : Lumayan seru, miss. Gak monoton diterangin aja, jadi gak ngantuk. Terus lebih gampang memahami pelajarannya.

R : berarti kamu suka dengan aktivitas belajar kita?

S : Suka, miss, suka.

R : Baiklah kalo begitu, makasih ya Talita.

S : Sama-sama, miss.

Interview transcript 7

Date : November 12th, 2013

Time : Break time

Location: Class of Grade VIII

- R : Hai maaf mengganggu sebentar. Namanya siapa?
- S1 : Saya Danu, miss. Kalo ini Dwi.
- R : Boleh nanya-nanya sebentar ya?
- S1 : Boleh, miss. Nanya apa?
- R : Menurut kalian gimana latihan tadi? menyenangkan?
- S1 : Mm,lumayan, miss.
- S2 : He eh.
- R : Emang menyenangkannya gimana?
- S1 : Iya bagus miss, soalnya kita jadi lebih PD ngomong bahasa inggrisnya...
- R : Emang biasanya gak PD kenapa?
- S2 : Mungkin karena gak ada kesempatan miss. Kalau ini kan kita memang dipaksa ngomong... hehe
- S1 : Iya, kita juga gak bosan kalau belajar bahasa Inggrisnya kaya gini.
- R : Hmm ya...ya... baiklah. Gitu dulu. Silahkan kalo mau istirahat. Maaf ya.
- S2 : Iya miss gak apa-apa.

Interview transcript 8

Date : November 12th, 2013

Time : Break time

Location: Class of Grade VIII

R : Mbak, siapa namanya? Boleh wawancara sebentar aja?

S : Anin, bu. Mau nanya apa bu?

R : Menurut kamu, gimana tadi saat belajar speaking dengan Show and Tell?

S : Ya, bagus bu. Bisa praktek ngomong dan lebih paham.

R : Suka dengan aktivitas belajar kita tadi?

S : Suka, bu. Lebih mudah, menarik, dan gak mboseni soalnya pake praktek juga. Mau gak mau ya harus ngomong. Jadinya dikit-dikit bisa bu.

R : Gitu ya. Ya udah makasih, Nin.

S : Iya bu.

Interview transcript 9

Date : November 19th, 2013

Time : In the break time

Location: In front of the class VIII

R : Wilis, minta waktu sebentar ya...

S : Iya bu. Kenapa Bu?

R : Mau tanya-tanya sedikit.

S : Oke, bu.

R : Pelajaran Bahasa Inggris tadi gimana menurutmu?

S : Menarik bu. Tapi bikin deg-degan soalnya kita belum pernah maju terus cerita.

R : Ada kesulitan gak tadi pas cerita?

S : Ya ada bu. Gak tau arti kosa katanya bu. Jadi tadi agak lama nyari-nyari di kamus dulu.

R : Tapi seneng gak disuruh maju terus cerita kayak tadi itu?

S : Seneng kok bu. Jadinya kita bisa praktek ngomong.

R : Oke deh. Begitu dulu ya. Makasih atas waktunya ya.

S : Sante aja bu.

Interview transcript 10

Date : November 19th, 2013

Time : In the break time

Location: In front of the class VIII

R : Gius, boleh nanya-nanya lagi?

S : Iya bu. Gimana?

R : Gimana setelah tadi kalian harus speaking maju satu-satu?

S : Ngeri bu. Gugup. Tapi udah lumayan bisa, soalnya di rumah juga udah nyiapin.

R : Suka gak disuruh maju gitu dari kemarin?

S : Ya gak apa-apa bu. Lebih seru dan lebih bisa memahami materi juga. Kita juga boleh bebas mau nyeritain apa aja. Paling ya cuma deg-degan pas mau maju aja.

R : Berarti sekarang kamu udah paham sama materi yang tadi kita pelajari ya?

S : Iya bu. Ya karena praktek ngomong tadi itu.

R : Ooh ya...ya udah gitu aja. Makasih ya, Gius.

S : Iya bu, sama-sama.

Interview transcript 11

Date : November 21st, 2013

Time : Break time

Location: In front of the Class VIII

R : Aulia, saya mau nanya-nanya lagi boleh ya?

S : Oh boleh bu.

R : Menurutmu gimana setelah beberapa kali kita praktek ngomong Bahasa Inggris kemarin?

S : Kalo menurut saya, saya jadi lebih gampang ngerti sama materinya. Terus ada prakteknya juga. Ya agak takut sih bu kalo disuruh maju gitu tapi jadi lebih PD buat ngomong. Walaupun masih banyak salah-salah.

R : Hmm oke. Kalo dari beberapa kali praktek kemarin sampai tadi mana yang paling seru?

S : Yang paling seru yang tadi itu. Yang kita disuruh nyari benda di luar kelas terus cerita. Jadi pelajarannya gak cuma di kelas, gak mbosenin gitu loh bu.

R : Ada lagi yang lain?

S : Hmm kita kemarin kan prakteknya juga selang-seling bu. Ada yang berpasangan, terus kelompok, terus maju sendiri-sendiri itu juga asyik bu. Kita dipaksa ngomong terus, yam au gak mau harus praktek hehe

R : Oke deh. Begitu dulu ya, makasih waktunya.

S : Iya bu.

Interview transcript 12

Date : November 21st, 2013

Time : Break time

Location: In front of the Class VIII

- R : Dwi, saya mau nanya-nanya lagi boleh ya?
- S : Oh boleh bu.
- R : Menurutmu gimana setelah beberapa kali kita praktek ngomong Bahasa Inggris kemarin?
- S : Seneng bu. Soalnya belum pernah praktek kayak tadi kalo pelajaran Bahasa Inggris.
- R : Dari beberapa kali praktek dari kemarin menurutmu yang paling menarik yang mana?
- S : Yang terakhir bu. Yang kita disuruh nyari something interesting itu lho.
- R : Kenapa?
- S : Asyik aja bu. Gak monoton di kelas.
- R : Ada kesulitan gak?
- S : Susah ngartiinnya bu. Tapi sekarang udah lumayan paham. Lama-lama jadi PD juga buat speaking.
- R : Terus kamu lebih suka kegiatan yang kelompok atau sendiri-sendiri majunya?
- S : Kelompok bu. Bisa diskusi kalo ada yang susah.
- R : Oh gitu ya. Oke deh. Terima kasih ya.
- S : Iya bu.

Interview transcript 13

Date : November 21st, 2013

Time : Break time

Location: Teacher's room

- R : Maaf bu, saya mau tanya-tanya tentang pelajaran tadi.
- T : Oh ya mbak, sebentar. Gimana mbak?
- R : Menurut ibu gimana tadi pembelajarannya?
- T : Nek saya, pembelajarannya sudah cukup baik mbak. Mbak memberi kesempatan siswa-siswa untuk mempraktekkan berbicara jadi mereka juga termotivasi untuk speaking.
- R : Terus untuk kegiatannya gimana bu?
- T : Kelihatannya siswa-siswa juga tertarik dengan aktivitas-aktivitasnya. Walaupun pasti ada bagian yang sulit untuk mereka tapi mereka tidak menyerah untuk mengerjakan. Waktu akan maju ke depan kelas dan bercerita juga sebenarnya mereka pasti gugup tapi mereka tetap mempersiapkannya dengan baik.
- R : Berarti menurut ibu, anak-anak tertarik ya?
- T : Iya, sebagian besar senang dengan kegiatannya yang tidak monoton. Ada juga yang kurang bersemangat. Ya wajar mbak. Setiap kelas pasti ada yang kurang motivasi untuk belajarnya. Tinggal divariasi aja mbak agar lebih memotivasi siswa.
- R : Oh nggih bu. Ya udah begitu saja bu. Terima kasih sudah dibantu di kelas dan terima kasih juga masukannya.
- T : Iya sama-sama mbak. Semoga sukses.
- R : Nggih bu. maturnuwun

APPENDIX 3

QUESTIONNAIRES

THE QUESTIONNAIRE FOR ASSESSING STUDENTS LEARNING IMPROVEMENTS

1. Apakah Show and Tell dapat meningkatkan motivasi belajar anda? Jelaskan.

Students	Answer
1	Iya, jadi tambah semangat
2	Iya, baru soalnya, menarik banget
3	Iya, menarik soalnya gak bikin boring
4	Iya, sangat
5	Iya, sangat, soalnya kegiatannya lain dari biasanya
6	Menarik, jadi lebih semangat
7	Iya jadi semangat
8	Iya
9	Iya, gak males lagi
10	Iya, gak ngantuk
11	Yes
12	Iya, interesting activity
13	Iya, seneng liat temen-temen pada aktif semua, jadi lebih semangat
14	Lumayan banget, gak ngantuk
15	Iya, asik banget
16	Iya
17	Iya
18	Ya
19	Iya, menyenangkan
20	Iya, karena aktivitasnya menarik, gak bikin ngantuk
21	Iya
22	Iya, jadi tambah semangat
23	Iya, jadi gak males belajarnya
24	Iya, gak ngantuk, jadi semangat
25	Iya

26	Iya, jadi lebih semangat
27	Iya, asyik
28	Iya, menarik soalnya
29	Iya
30	Iya, soalnya baru, jadi menarik

2. Dengan Show and Tell ini, apakah anda terbantu / masih tertinggal saat mengikuti pelajaran? Jelaskan.

Students	Answer
1	Terbantu, semua aktif
2	Tidak tertinggal, karena harus memperhatikan dan aktif
3	Iya terbantu sekali, gak monoton
4	Tidak lagi tertinggal
5	Tidak tertinggal
6	Tidak tertinggal, karena semua harus aktif
7	Tidak tertinggal, menyenangkan
8	Tidak tertinggal lagi
9	Terbantu, menarik banget
10	Ya terbantu
11	Yes
12	Iya, semua aktif. Seneng
13	Iya terbantu, biasanya yang aktif beberapa saja, sekarang semua
14	Terbantu, soalnya semua wajib aktif
15	Tidak tertinggal, soalnya kita harus aktif semua
16	Tidak tertinggal
17	Gak tertinggal dong
18	Tidak, karena ada teman yang bantu
19	Iya terbantu, jadi semangat juga
20	Terbantu karena semua harus aktif dan terlibat

21	Tidak tertinggal lagi
22	Sangat terbantu, gak malu lagi
23	Iya, terbantu
24	Iya, soalnya menyenangkan
25	Terbantu soalnya aktivitasnya menarik dan kita harus memperhatikan
26	Iya terbantu
27	Bisa mengikuti
28	Sangat terbantu, soalnya semua dapat kesempatan
29	Tidak tertinggal
30	Tidak tertinggal

3. Apakah Show and Tell dapat membantu anda dalam belajar berbicara?

Students	Answer
1	Iya, meski belum terlalu lancar, banyak salah
2	Iya, soalnya kesempatan ngomong lebih banyak
3	Iya, jadi selalu ada ide ngomong apa
4	Iya
5	Iya, jadi pengen ngomong pake bahasa Inggris terus
6	Sangat, udah lumayan PD
7	Iya, gak takut salah, soalnya berkelompok
8	Bisa
9	Iya, soalnya banyak kesempatan ngomong
10	Iya, walau masih belepotan
11	Yes
12	Sangat, yang awalnya susah ngomong jadi suka ngomong pake Inggris
13	Iya, soalnya semua dapet kesempatan ngomong, jadi lebih menyenangkan
14	Iya, lebih PD gak takut salah lagi

15	Iya, gak takut ngomong
16	Iya
17	Lumayan bisa
18	Iya sedikit
19	Iya, lumayanlah
20	Iya, jadi tambah PD ngomong bahasa Inggrisnya, gak takut salah
21	Iya
22	Iya, lumayan banget
23	Iya, soalnya aktivitasnya mengharuskan kita ngomong. Jadi yaa terpaksa ngomong, meski salah-salah
24	Iya, sedikit demi sedikit jadi berani ngomong
25	Iya, jadi gak takut salah
26	Iya, soalnya mau gak mau harus ngomong
27	Iya, karena ada kelompok2nya, jadi gak malu
28	Iya, jadi gak minder meskipun salah-salah
29	Sangat, meskipun masih belepotan dan kadang masih suka mikir
30	Iya, jadi gak takut salah, soalnya sama pasangan dan grup sendiri

4. Apa harapan anda ke depan dalam belajar bahasa Inggris?

Students	Answer
1	Praktek ngomongnya lebih dibanyakin, biar makin pinter ngomong pake bahasa Inggris
2	Lebih sering praktek ngomong gini, biar lebih PD dan lancar
3	Lebih sering dipraktekkan pas pelajaran
4	Kaya gini terus, biar pada berani ngomong
5	Setiap pelajaran bahasa Inggris wajib pake bahasa Inggris
6	Lebih banyak waktu belajar ngomong bahasa Inggris biar makin jago
7	Lebih pandai ngomong

8	Datangkan turis lagi biar makin jago
9	Pengen lebih sering belajar ngomong
10	Sering pake TPS biar asyik bisa ngomong
11	Pengen pinter ngomong Inggris
12	Kurang waktunya, jadi ditambah waktunya biar lebih banyak belajar ngomong lagi.
13	Lebih banyak waktu untuk melatih speaking, biar makin lancar
14	Belajar speaking lagi biar lebih lancar
15	Lebih PD ngomong bahasa Inggrisnya
16	Belajar yang lebih menyenangkan
17	Pengen ketemu turis lagi
18	Lebih berani ngomong bahasa Inggris
19	Jadi lebih berani ngomong
20	Kalau kegiatannya menarik gini, mungkin kelas jadi lebih hidup, dan semua jadi gak malu ngomong bahasa Inggris meski salah-salah
21	Pengen lebih pinter ngomong Englishnya
22	Besok-besok pake TPS aja biar semangat
23	Pengen ke luar negri biar bisa praktek langsung
24	Lebih bisa ngomong bahasa Inggris
25	Kalau kaya gini terus saya jadi semangat belajarnya
26	Dikelas pakenya bahasa Inggris terus, biar lebih pinter ngomong nya
27	Pengen pinter ngomong Bahasa Inggris
28	Dipake terus TPS nya, biar makin bisa ngomong English
29	Terus bisa melatih, biar makin pintar
30	Pengen lebih bisa ngomong bahasa Inggris

APPENDIX 4

PHOTOGRAPHS OF ACTIONS



The researcher guides the students to do the activities.



The students are implementing the Show and Tell technique.



The students discuss with their group member.



The student looks enthusiastic in speaking.

APPENDIX 5

LESSON PLANS, COURSE GRID, AND MATERIALS

LESSON PLAN

School	: SMP Pembaharuan
Level/ Semester	: VIII / 1
Subject	: English
Standard of Competency	: 4. Expressing the meaning of spoken functional text and short simple monologue text in form of descriptive and recount text to interact with surrounding environment.
Basic Competence	: 4.1 Expressing the meaning of short simple monologue using many kinds of spoken language in the form of descriptive and recount text accurately, fluently, and acceptable to interact with surrounding environment.

Indicators:

- Students identify some pictures and find some vocabularies based on the pictures.
- Students identify the generic structure of recount text.
- Students use simple past tense to describe some pictures orally.
- Students retell a recount text based on the picture.

Theme : Holiday experience

Skills : Speaking

Time Allocation : 4 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. Express and respond how to retell a recount
2. Identify the generic structure of recount
3. Use Simple Past Tense in the daily life

B. Learning Material

1. The characteristic of recount text

Recount text is a text that telling someone about one story, action, or activity.

It aims to entertain or informing someone.

The generic structure of recount text

- Orientation: background information
- Events: tell what happened
- Reorientation: personal comments or evaluation

2. The Simple Past Tense

Simple past tense is used to express something that happened in the past.

Pattern: S + Verb 2

Example: I went to the zoo yesterday

3. Expression used in telling a recount

- Let me tell you about ...
- I want to tell you ...

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

Meeting 1

1. Opening

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. The students read the recount text, discuss the difficult words found in the text, and answer the questions related to the text (Activity 1)
- b. The students identify the past form of verbs based on the picture (Activity 2).
- c. The students complete the sentences using appropriate verbs (Activity 3)
- d. The students tell the pictures in front of the class (Activity 4)
- e. The students identify some expressions of telling experiences (Activity 5)

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students' activities during the lesson
- c. The teacher together with the students summarize the materials they have learnt.
- d. The teacher gives an assignment to bring a photograph of their Scout activities.

Meeting 2

1. Opening

- a. Students answer teacher's greeting
- b. A student leads prayer.
- c. The teacher checks the attendance of the students.
- d. The teacher explains the objective of lesson.

2. Main Activities

- a. The teacher reviews the previous materials and asks some questions related to the materials (Activity 1)
- b. The students complete a recount text with the correct form of verbs (Activity 2).
- c. The students complete a letter using appropriate verbs (Activity 3)
- d. The students are divided into a group and tell the pictures they brought in front of the class (Activity 4)

3. Closing

- a. The teacher asks the students whether they get some difficulties during the lesson.
- b. The teacher gives feedback on students' activities during the lesson
- c. The teacher asks to bring their favorite things in the next meeting.

E. Learning Resources

- Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.
- Wardiman, Artono. 2008. *English in Focus for grade VIII Junior High School*. Jakarta: Departemen Pendidikan Nasional
- Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama Kelas VIII*. Jakarta: Departemen Pendidikan Nasional
- Priyana, Joko, Arnys R Irjayanti, and Virga renitasari. 2008. *Scaffolding English for Junior High School*. Jakarta; Departemen Pendidikan Nasional

F. Learning Media

Worksheet

G. Evaluation

1. Technique : spoken tests

2. Instruments :

- Implementing Show and Tell, the topic was telling about a picture.
- Implementing Show and Tell, telling their experience in Scout activities.

3. Evaluation Rubric

SPEAKING RUBRIC

1. Fluency

Score	Indicators
5	The students speak very fluently in communication to perform the expected competency.
4	The students speak fluently although there are often hesitations which are not quite natural.
3	The students do not speak quite fluently because of language problems so that they speak rather slowly and hesitantly, sometimes those problem disturb the performance
2	The students speak hesitantly and sometimes pauses quite long
1	The students speak very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.

2. Accuracy

Score	Indicators
5	The students use so many vocabulary variations and make no mistakes in word choice in performing the expected competency.
4	The students use many vocabulary variations and appropriate in word choice.
3	The students show some mistake in grammatical and pronunciation. Using much vocabulary, but sometimes inappropriate in word choice.
2	The students show much mistake in grammatical and pronunciation.

	Using some vocabulary, often inappropriate in word choice
1	The students show much mistake in grammatical and pronunciation. Less natural in performing.

3. Idea

Score	Indicators
5	The students present their long monolog with all generic structures and various vocabularies perfectly.
4	The students present their quite long monolog with various vocabularies naturally.
3	The students present their short monolog with the generic structures.
2	The students present their short monolog with various vocabularies.
1	The students present their short monolog.

4. Non-verbal behaviors/paralinguistic

Score	Indicators
5	The students show their eye contact, facial expression, and body language naturally.
4	The students show minimal 2 of 3 criterions above naturally.
3	The students show 2 of 3 criterions above naturally
2	The students show a good eye contact without facial expression and body language
1	The students seem nervous and do not show a good eye contact, facial expression, and even body language.

LESSON PLAN

School	: SMP Pembaharuan
Level/ Semester	: VIII / 1
Subject	: English
Standard of Competency	: 4. Expressing the meaning of spoken functional text and short simple monologue text in form of descriptive and recount text to interact with surrounding environment.
Basic Competence	: 4.1 Expressing the meaning of short simple monologue using many kinds of spoken language in the form of descriptive and recount text accurately, fluently, and acceptable to interact with surrounding environment.

Indicators:

- Students identify some pictures and find some vocabularies based on the pictures.
- Students identify the generic structure of recount text.
- Students use simple past tense to describe some pictures orally.
- Students retell a recount text based on the picture.

Theme	: unforgettable moment
Skills	: Speaking
Time Allocation	: 4 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. Express and respond how to retell a recount
2. Identify the generic structure of recount
3. Use Simple Past Tense in the daily life

B. Learning Material

4. The characteristic of recount text

Recount text is a text that telling someone about one story, action, or activity.

It aims to entertain or informing someone.

The generic structure of recount text

- Orientation: background information
- Events: tell what happened
- Reorientation: personal comments or evaluation

5. The Simple Past Tense

Simple past tense is used to express something that happened in the past.

Pattern: S + Verb 2

Example: I went to the zoo yesterday

6. Adverbs of time in Simple Past Tense

- Yesterday
- Last week
- Last ...
- Two days ago
- ... ago

7. Expression used in telling a recount

- Let me tell you about ...
- I want to tell you ...
- Well ...

- First ...
- Then ...
- After that ...

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

Meeting 3

1. Opening

- c. Students answer teacher's greeting.
- d. One of the students leads a prayer.
- e. The teacher checks students' attendance.
- f. The teacher explains the goal of the lesson.

2. Main Activities

- f. The teacher gives a recount text to review the previous materials.
(Activity 1)
- g. The teacher builds students' knowledge by discussing the text and asking components of recount text that have been learned before. (Activity 2)
- h. The students arrange some sentences into a correct order. (Activity 3).
- i. The students change the word in the bracket into the correct form of past tense (Activity 4)
- j. The students prepare to present their favorite thing and tell the unforgettable moment with the things. (Activity 5)
- k. Students come in front of the class to present their unforgettable moment
(Activity 6)

3. Closing

- e. The teacher asks the students if they get some difficulties during the lesson.

- f. The teacher gives feedback on students' activities during the lesson
- g. The teacher together with the students summarize the materials they have learnt.

Meeting 4

1. Opening

- e. Students answer teacher's greeting
- f. A student leads prayer.
- g. The teacher checks the attendance of the students.
- h. The teacher explains the objective of lesson.

2. Main Activities

- e. The teacher asks the students to go outside the classroom to find something interesting to present. (Activity 1)
- f. The students go around outside the classroom to find something interesting. (Activity 2)
- g. The students prepare to present their things in 15 minutes. (Activity 3)
- h. The students show the interesting things and tell about the things in front of the class (Activity 4)

3. Closing

- d. The teacher asks the students whether they get some difficulties during the lesson.
- e. The teacher gives feedback on students' activities during the lesson
- f. The teacher together with the students summarize the materials they have learnt.

E. Learning Resources

- Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

- Wardiman, Artono. 2008. *English in Focus for grade VIII Junior High School*. Jakarta: Departemen Pendidikan Nasional
- Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama Kelas VIII*. Jakarta: Departemen Pendidikan Nasional
- Priyana, Joko, Arnys R Irjayanti, and Virga renitasari. 2008. *Scaffolding English for Junior High School*. Jakarta; Departemen Pendidikan Nasional

F. Learning Media

Worksheet

G. Evaluation

4. Technique : spoken tests
5. Instruments :
 - Implementing Show and Tell, the topic was telling about a picture.
 - Implementing Show and Tell, telling their experience in Scout activities.
6. Evaluation Rubric

SPEAKING RUBRIC

1. Fluency

Score	Indicators
5	The students speak very fluently in communication to perform the expected competency.
4	The students speak fluently although there are often hesitations which are not quite natural.
3	The students do not speak quite fluently because of language problems so that they speaks rather slowly and hesitantly, sometimes those problem disturb the performance
2	The students speak hesitantly and sometimes pauses quite long
1	The students speak very slowly and discontinuously (like speaking

	per word with simple patterns). Even pauses very long in communication to perform the expected competency.
--	--

2. Accuracy

Score	Indicators
5	The students use so many vocabulary variations and make no mistakes in word choice in performing the expected competency.
4	The students use many vocabulary variations and appropriate in word choice.
3	The students show some mistake in grammatical and pronunciation. Using much vocabulary, but sometimes inappropriate in word choice.
2	The students show much mistake in grammatical and pronunciation. Using some vocabulary, often inappropriate in word choice
1	The students show much mistake in grammatical and pronunciation. Less natural in performing.

3. Idea

Score	Indicators
5	The students present their long monolog with all generic structures and various vocabularies perfectly.
4	The students present their quite long monolog with various vocabularies naturally.
3	The students present their short monolog with the generic structures.
2	The students present their short monolog with various vocabularies.
1	The students present their short monolog.

4. Non-verbal behaviors/paralinguistic

Score	Indicators
5	The students show their eye contact, facial expression, and body language naturally.
4	The students show minimal 2 of 3 criterions above naturally.

3	The students show 2 of 3 criteria above naturally
2	The students show a good eye contact without facial expression and body language
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MATERIALS

My Holiday

Generic structure

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

Orientation



In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

Sequence of events

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Reorientation

(Adapted from: www.andrewseaton.com)

Notes:

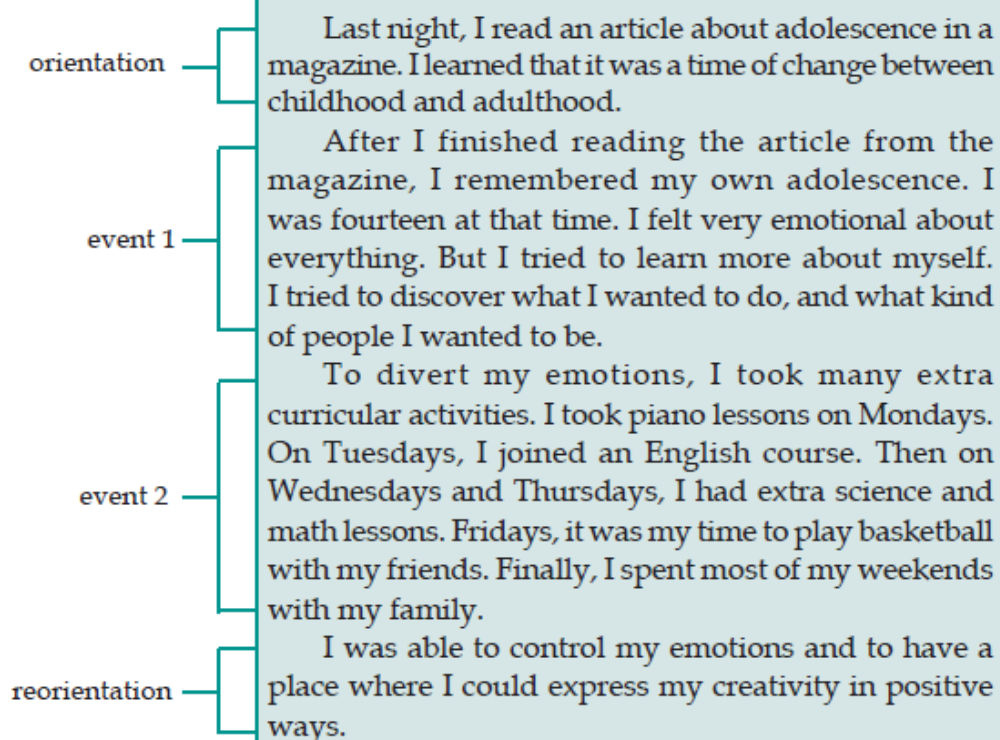
The text above is a recount text. It tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

- an orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened
- a record of events usually recounted in a chronological order
- personal comments and/or evaluative remarks on the incident

Common grammatical features of a recount include:

- use of nouns and pronouns to identify people, animals or things involved
- use of action verbs to refer to events
- use of past tense to locate events in relation to writer's time
- use of conjunctions and time connectives to sequence the events
- use of adverbs and adverbial phrases to indicate place and time
- use of adjectives to describe nouns



Simple past tense

- Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

- Usually, you use the following adverbs of time in simple past tense:
yesterday
last week
last ...
two days ago
... ago

We make questions and negatives with did and didn't.

Example:

Did you get up early yesterday?

Yes, I did.

Did Tina get up early yesterday?

No, she didn't.

We didn't watch football match last week.

They didn't watch football match last week.




















Simple Past Question

Did + Subject + base form + ... ?

didn't
or
did not

Simple Past Negative

Subject + didn't + base form + ...

			
1. cook	2. wash my car	3. fix my bicycle	4. brush my teeth
			
5. watch TV	6. type*	7. dance*	8. bake*
			
9. clean	10. play the piano	11. yawn	12. listen to music
			
13. shave*	14. smile*	15. cry†	16. study†
			
17. shout	18. rest	19. plant flowers	20. wait for the bus

go	take	accompany
attend	win	spend

1. Fredy *went* to Samarinda last year.
2. Asep ... his brother to the airport yesterday.
3. Ketut Tantri ... much money in his holiday last month.
4. Sanusi ... me to go to the travel agent three days ago.
5. Last holiday, Laila ... an English course.
6. Two days ago, Elizabeth ... the free ticket to Hawaii.



Complete the following recount text with the correct forms of the verbs in the box. Then, answer the questions that follow.

buy eat get go make see sit take
--

Shirley's Day Off

Shirley enjoyed her day off yesterday. She(1)..... up late,(2)..... jogging in the park,(3)..... a long shower, and(4)..... a big breakfast. In the afternoon, she(5)..... a movie with her sister. Then, she(6)..... groceries at the supermarket, and she(7)..... a big dinner for her parents. After dinner, Shirley and her parents(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

Complete the letter with the suitable words in the box. Change the forms if necessary.

go

visit

buy

spend

famous

Denpasar, 19 August 2007

Hi, Putri, how are you? I hope you are fine.

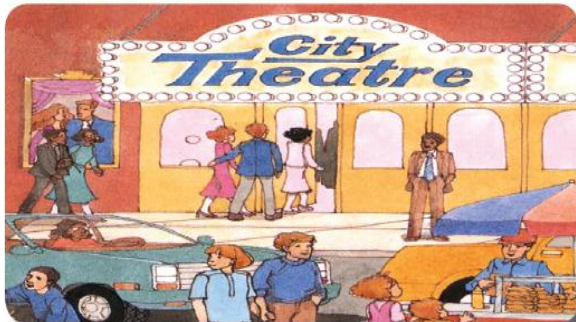
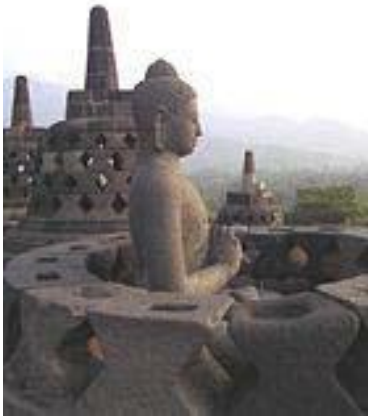
By the way, I want to tell you about my holiday. Last month, I 1) *went* to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I 2) ... Tangkuban Perahu. The place is just wonderful. After that, I went to Dago Street. I 3) ... some t-shirts there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is 4) ... for its 'peuyeum'. Finally, I went to a café nearby to have lunch. I 5) ... three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,
Ketut Tantri

Look at the following pictures and construct a recount text





Get ready to tell your own experience to your friend. Remember that you should do the following:

1. Begin your story by telling:
 - a. when and where it happened
 - b. who the character was/were

2. Then, tell the happenings in order they happened,

3. Finally, end your story with an ending.

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "why are they looking at me?"

I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

1. When did the event happen?
2. Describe the event from the beginning to the end:
 - How did the event happen?
 - How did you feel?
 - How did you cope with that?
3. What consequences of the event did you feel after it happened?

Arrange the following paragraph into a correct order.

- a. My uncle and my aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long.
- b. When we went to a place called Bareleng, Seno didn't want to go to the ex Vietnam camp, he wanted to go fishing on the Melur beach. So I went to the ex Vietnam camp on my own, but I didn't enjoy it.
- c. Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his bestfriend came to stay, I had to sleep on the floor.
- d. I went to my uncle's house in Batam last month on the long holiday. I stayed with Uncle Antasena and Aunt Firda and their son which is my cousin Seno. They live in a small house in the centre of the city called Nagoya. I liked the house but I didn't like the area much because it was very noisy.
- e. I can't say I would like to go back to my uncle house. It wasn't a very good holiday.

Change the word in the bracket into the correct form of past tense.

1. Thomas (go) to Bali last year.
2. Rindi (take) his brother to the airport yesterday.
3. Riana (accompany) me to the mall two days ago.
4. Last month, Lily (joined) an English course.
5. He (drink) much orange juice yesterday.
6. We (watch) movie last month.
7. I (eat) two plate of fried rice last week.



Change the verb between brackets into the past form. Then tell it to your classmate.

Hi, every body. Let me tell you something. Yesterday Year 8 students (go) to a swimming competition at Banyubiru swimming pool.

The first race I (enter) was the freestyle. I (win) the third place and (get) a blue ribbon. The next race (be) backstroke. I (come) fifth.

Later on my friend (swim) in the butterfly race and (win). After lunch, we (compete) in the relays. Year 8 students (cheer) so hard for our team.

Finally, my mum (arrive) to take me home. I was very tired but very happy.

COURSE GRID

Basic Competency: 4.1 Expressing the meaning of short simple monologue using many kinds of spoken language in the form of descriptive and recount text accurately, fluently, and acceptable to interact with surrounding environment.

Unit	Topics	Language Functions	Input texts	Language Focus	Activities	Indicators
I	Holiday experience	Telling holiday experience	- Speaking: short monolog	<ul style="list-style-type: none"> • Vocabulary : Vocabulary related to the topics • Expressions: Expression used in telling a recount <ul style="list-style-type: none"> - Let me tell you about ... - I want to tell you about ... • Grammatical Patterns 	Cycle 1 <ol style="list-style-type: none"> a. The students read the recount text and answer the questions related to the text. b. The students identify the past form of verbs based on the picture. c. The students complete the sentences using appropriate verbs. 	Students are able to: <ul style="list-style-type: none"> • Identify some pictures and find some vocabularies based on the pictures. • Identify the generic structure of recount text.

				<p>Simple Past Tense</p> <p>(+) S+V2</p> <p>(-) S+did not+V1</p> <p>(?) Did+S+V1</p> <p>Ex:</p> <ul style="list-style-type: none"> - I went to the zoo yesterday - I did not visit my grandparents last week - Did you spend the holiday in Bali? 	<p>d. The students in pairs tell the pictures in front of the class. (Show and Tell)</p> <p>e. The students identify some expressions of telling experiences.</p> <p>f. The students complete a recount text with the correct form of verbs.</p> <p>g. The students complete a letter using appropriate verbs.</p> <p>h. The students are divided into a group and tell the pictures they brought in front</p>	<ul style="list-style-type: none"> • Use simple past tense to describe some pictures orally. • Retell a recount text based on the picture.
--	--	--	--	--	--	--

					<p>of the class. (Show and Tell)</p> <p>Cycle 2</p> <p>i. The students arrange some sentences into a correct order.</p> <p>j. The students change the word in the bracket into the correct form of past tense.</p> <p>k. Students come in front of the class to present their unforgettable moment. (Show and Tell)</p> <p>l. The students go around outside the</p>	
--	--	--	--	--	---	--

					<p>classroom to find something interesting.</p> <p>m. The students show the interesting things and tell about the things in front of the class. (Show and Tell)</p>	
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APPENDIX 6

STUDENTS' SCORES

STUDENT'S SPEAKING SCORES

No.	Name	Pre-test	Post-test I	Post-test II
1.	Agung Purnomo	45	60	68
2.	Alfian Maulana	70	80	80
3.	Aninda Dwi Saputri	55	70	75
4.	Anisa Fahmi	50	65	73
5.	Ayu Adelia	70	80	82
6.	Bayu Adi	70	80	85
7.	Danu Setyo Cahyo N.	70	80	83
8.	Dhoni Yusuf Abiyoga	65	75	79
9.	Dwi Pujiono	55	70	76
10.	Dwi Susanto	65	75	77
11.	Farid	75	85	85
12.	Fitri Dwi Lestari	55	70	70
13.	Fitria Wulandari	45	65	65
14.	Gius Eka Candra	45	65	69
15.	Hesti Novianti	65	75	75
16.	Johan Adi Prasetyo	55	70	75
17.	Mia Nabila	40	65	68
18.	Min Halina Qistin	40	65	66
19.	Ranti Mega Utami	55	70	70
20.	Risa Raras Wati	55	70	75
21.	Riyasti	65	75	79
22.	Rizki Vega Aulia	55	70	72
23.	Talita Nur Fadilah	55	70	71
24.	Taufiq	50	68	68
25.	Tobing Parisit	55	70	70
26.	Virman Dwi Setyawan	45	65	65
27.	Wahyu Lisna Handayani	50	68	69
28.	Wilis Cahya Wardani	60	70	72
29.	Wiwik Nur Halimah	60	70	72
30.	Yovy Kurniawan	45	65	67
MEAN		56.17	70.86	

APPENDIX 7

ATTENDANCE LIST

ATTENDANCE LIST

No.	Name	Meeting						
		1	2	3	4	5	6	7
1.	Agung Purnomo	v	v	v	v	v	v	v
2.	Alfian Maulana	v	v	v	v	v	v	v
3.	Aninda Dwi Saputri	v	v	v	v	v	v	v
4.	Anisa Fahmi	v	v	v	v	v	v	v
5.	Ayu Adelia	v	v	v	v	v	v	v
6.	Bayu Adi	v	v	v	v	v	v	v
7.	Danu Setyo Cahyo N.	v	v	v	v	v	v	v
8.	Dhoni Yusuf Abiyoga	v	v	v	v	v	v	v
9.	Dwi Pujiono	v	v	v	v	v	v	v
10.	Dwi Susanto	v	v	v	v	v	v	v
11.	Farid	v	v	v	v	v	v	v
12.	Fitri Dwi Lestari	v	v	v	v	v	v	v
13.	Fitria Wulandari	v	v	v	v	v	v	v
14.	Gius Eka Candra	v	v	v	v	v	v	v
15.	Hesti Novianti	v	v	v	v	v	v	v
16.	Johan Adi Prasetyo	v	v	v	v	v	v	v
17.	Mia Nabila	v	v	v	v	v	v	v
18.	Min Halina Qistin	v	v	v	v	v	v	v
19.	Ranti Mega Utami	v	v	v	v	v	v	v
20.	Risa Raras Wati	v	v	v	v	v	v	v
21.	Riyasti	v	v	v	v	v	v	v
22.	Rizki Vega Aulia	v	v	v	v	v	v	v
23.	Talita Nur Fadilah	v	v	v	v	v	v	v
24.	Taufiq	v	v	v	v	v	v	v
25.	Tobing Parisit	v	v	v	v	v	v	v
26.	Virman Dwi Setyawan	v	v	v	v	v	v	v
27.	Wahyu Lisna Handayani	v	v	v	v	v	v	v
28.	Wilis Cahya Wardani	v	v	v	v	v	v	v
29.	Wiwik Nur Halimah	v	v	v	v	v	v	v
30.	Yovy Kurniawan	v	v	v	v	v	v	v